



Newsletter

COMMONWEALTH of LEARNING

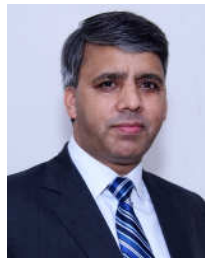
Commonwealth Educational Media Centre for Asia



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From Director's Desk

"To ensure continuing prosperity in the global economy, nothing is more important than the development and application of knowledge and skills."

- Martin Rees

Vocational Education and Training (VET) and Skill competency, in today's globalised world, seem more important than formal education, as they increase hope for livelihoods and contribute towards sustainable development. Ideally education should ensure that the educated have some skills for livelihood. But educational systems, owing to the lack of focus on experiential learning, could seldom ensure this. Therefore, an alternative system, called VET, was built to cater to the demands of industry and youth. The increasing global demand for skill persons, however, created an urgency and forced governments to focus on quantity at the cost of quality.

When the buzz about the demographic dividend started, private players were also encouraged to impart short-term skill training. This was the time NSDC was formed in India. Bangladesh created the NSDC Secretariat. Pakistan started special focus on Skill Development, especially with the China Pakistan Economic Corridor (CPEC) being set up. While speed in skilling the youth is desired, the substance and quality should not be compromised.

But in this number driven, target driven world, human beings have been reduced to mere numbers – how many impacted, how many trained, placed and how much money made? The irony is that more we run after these numbers the lesser we achieve. Conversely, more we run after quality the numbers improve automatically. As quality ensures better employment for youth, it automatically attracts more of them. Quality trainers, therefore, are the very essence of any skill development organization. Sadly, many institutions think that

investing in development of trainers is an avoidable overhead. Whereas the organisations like the World Bank and Asian Development Bank are focussing more on creation of infrastructure, we at CEMCA try to focus on people – the trainers and trainees. CEMCA recognizes "Vocational Trainers" as the pivot on which quality and quantity can be achieved. We, therefore, build capacity of trainers to deliver quality training using better resources and pedagogies.

Another issue facing skill development is mobilizing youth for training. Despite providing free training, food and accommodation, training providers struggle to attract youth for skilling programmes and retain their interest. This is because none of the interventions so far is focusing on employee satisfaction and dissemination of positive skilling stories. CEMCA through Community media, is motivating vocational trainers, enhancing their capacity, supporting them, listening to them and urging them to speak up and connect with the community as an agency for mobilization of youth for the skilling ecosystem.

CEMCA in its various interventions is integrating Community Media and is constantly looking at success stories, the world over, which can be adopted and adapted to benefit the masses especially the youth, attracting them to Skilling initiatives. The idea is to assist governments and organisations in attracting youth for skill development programmes and providing quality training to ALL, leaving no one behind.

With best wishes
Dr. Shahid Rasool



Young Women's Voices at Work

Dr. Orlanda Ruthven



Tarang Vaani, a collaboration between Gram Tarang and Gram Vaani and supported by the ILO, is an audio mobile phone-based platform for young women moving into employment far from home. In helping young women start and sustain careers, Tarang Vaani hopes to support the transformative and empowering effects of a first-time job.

1. The upheaval

“BANGALORE, India — The factory floor is going full throttle when the new girls walk in. Everywhere is the thrumming of sewing machines, the hum of fans, the faint burning smell of steam irons. On narrow tables that run between the machines, half-assembled Marks & Spencer miniskirts are thrust forward by fistfuls. The tailors, absorbed in the task of finishing 100 pieces per hour, for once turn their heads to look.

“The new girls smell of the village. They have sprinklings of pimples. They woke well before dawn to prepare themselves for their first day of work, leaning over one another's faces in silence to shape the edges of each eyebrow with a razor blade. Their braids bounce to their hips, tight and glossy, as if woven by a surgeon. On their ankles are silver

chains hung with bells, so when they walk in a group, they jingle”,

Ellen Barry, New York Times, 24th September, 2016.

Barry is writing about young Oriya women arriving in Bangalore to take up jobs in India's apparel factories. Other than their two month stay in Gram Tarang's residential training centre, it is perhaps the first time they have left their district. They have moved from village to city. They have become shop floor workers while before they were daughters, sisters, students. They have been uprooted from the nurturing if constraining net of the extended family to the girly gabble of the hostel and warden rule.

Evidence shows us that upheavals as dramatic as this are contexts for change. They transform the particularistic identity of villagers into a shared identity as

workers on the shop floor. They accelerate the renegotiation of gender roles, as women become key breadwinners perhaps more than their brothers. Young female migrants earning a regular living become mobile and 'live their own lives' by new norms and codes. They delay marriage, have new kinds of relationships... at the cost of easy reintegration back in the village.

The upheaval here is special because it's not altogether spontaneous: Barry is writing about girls who have joined one of the many "PLT" (placement-linked training) programmes which have arisen thanks to government funds. Ostensibly about skilling India, such programmes have the enormous side effect of facilitating migration. Well over a third of 'placed' boys and girls were placed out of state in last year's Ministry of Rural Development's DDU-GKY scheme, and in the labour surplus state of Odisha, this was almost two thirds. The young women of Barry's account are a handful of the 400 girls whom Gram Tarang trains, escorts across the country and places in apparel factory jobs every month.

2. Positive disruption and transformation

From the viewpoint of development communications, the question we must pose is what opportunities for change present themselves in the context of such upheaval, be it synthetic, and how can our interventions support these changes for the most positive effect?

Even after coming to Bangalore, there are many factors which keep the young women firmly in the folds of their family and patriarchy, which appear to reduce the opportunity for change:

- Many girls find their mobility limited to the shuttle between hostel and factory. Those around them and they themselves may believe the less exposure the better, and non-

assimilation to the city is viewed as a safeguard more than a failing.

- They take calls from home and are frequently under pressure to return to the village after a few months. Short stays are OK but long ones viewed with misgivings.
- Leaders from ‘back home’ (trainers and recruitment agents from Gram Tarang) continue to play an important role in their lives, relaying messages from family, securing support in an emergency and even giving advice when grievances arise.

In short, the context of upheaval provided by the transition from intermittent un/underpaid work in the village to full-time work in urban industry, holds out scope for transformation and empowerment. But for that to happen, we have to ensure young women are not too cocooned or chaperoned to experience the upheaval. In other words, we have to ensure that the upheaval is big enough so that disruption – the essential precursor to change - kicks in. What do we mean by this?

- They must be able to resist homesickness so they stay longer than a couple of months.
- When pressure to return steps up from relatives in the village, they must not succumb, instead muster the tools and negotiating skills to resist.
- Their new identities as *employees* need to be felt with full force. Being an employee is a completely new relationship for these women, which implies duties, rules, procedures, rights.
- It must be worthwhile for these young women to stay. The wage is good enough but what about having fun, having a fuller life where one is learning more than just meeting production targets?

- It must be possible for them to overcome hitches at their workplace destination, so they don’t have to retreat home. Such hitches are very diverse: fights with roommates, coping with reduced water supply and strange food, illness, breakups with boyfriends and so on.

If these conditions are in place, the young migrants will stay for longer, build careers, assimilate in their new homes and launch on a path of self-efficacy.

But we must also recognize that disruptive change goes both ways, so how can we try to ensure it’s more positive than negative? More critical still, when we get down to the detail of the kinds of attitudes and behaviours we want to encourage, we may not always agree. While one person might consider that taking a boyfriend or quitting one’s job and shopping around for higher earnings is a gateway to empowerment, the next person may see it as a gateway to new vulnerabilities and exploitation. And



this, in turn, leads us to what we mean by **empowerment**? Do we temper our definition to choice/ agency/ control *within the gendered structures of constraint*, to use Naila Kabeer’s phrase, or do we agree that it needs to be more disruptive than that, that *the structures themselves need to be challenged*?

The table below provides some examples of how the same change can be viewed as having widely differing effects:-

Changed situation, put positively	The same situation, put negatively
Exposure to new place (language, city, habits), creeping towards assimilation	Sense of marginalization, at risk from traffic, heights, new disease, etc.
Learning from peers (fighting it out), new social networks, new adult friendships, life skills	New friendships mean elopement, banishment from village
Becoming a worker (non kin, standardized system of rules & procedures)	Inability to fit back in to village, rejection of farm work
Wage earner (evidence of paid work as transformative)	Exploitative families make their daughters ‘cash cows and neglect their daughters’ marriage arrangements because they want their income
Increased productivity (large factory versus small farm); even if ‘exploited’, this is better than being left to languish in idleness and poverty	Churning jobs, flat wages, poor career progression, health hazards of the grind
Exposure to new professional relationships	Masculinity, sexual exploitation, failure to negotiate, bringing about ‘sullied’ reality

3. A media intervention to support positive transformation through full-time work

When Gram Tarang and Gram Vaani got together to discuss the creation of an audio service for these young women, accessible through their basic mobile handsets, they wanted:

- a platform to communicate with our trainees (entertainment, guidance on solving problems, information)
- a service which should be *theirs*, led by them (a social network in which peer learning and self reflection would abound), including bridging the gap with their homes
- a means to stay connected to their alumni, learn of their views and pathways, a route to understand better the impact and their transformation.

Tarang Vaani uses the platform built by Gram Vaani for its core brand, Mobile Vaani. It is an IVR technology requiring no smart phones or data. Users give a missed call and get a call back. They listen to a playlist (typically a mix of scripted content and user-generated) which is changed once a day so that when young workers finish work at 5.30 pm, they can hear a new list. Listeners can navigate the playlist, comment on something and record their content while online. This content is published within one or two days, there by inspiring further contributions.

The inherently user-contributed (bottom up) character of Tarang Vaani means its messaging may be muted compared to mainstream media. Its pace may also be slower since it reflects the low key and quotidian pace of its user-contributors. But, as a counter to this, the platform is not only a reflector of where its contributors are at; it is also an agent of change, in the way it facilitates new kinds of engagement, information flow, social networks and mobilization of common listeners.



We are only five months old (having launched in November 2016). We receive 100+ calls per day and have accumulated 2500 unique users (across Bangalore and Odisha) and 5-10 contributions daily.

The mainstay of the user-contributed content are songs, *shayaris* (short poems or riddles) and stories. The guidance, peer learning and self-reflection we expected has not burst forth as such, but, if we look closely, we see the allegory of life skills in the stories, the creative expression in the *shayari*, etc. Clearly these young women are comfortable with certain expressive forms. To this extent, such expressive forms are gendered. Debate or argument is perhaps seen as masculine.

This begs the questions: how can we use these allegorical, less direct forms to channel our messages? And how can we support our listeners to develop their self-expression (sharing, peer learning etc) through such forms?

The other form is testimony, sometimes in the form of letters home or one-on-one interview. The young women are highly focused on their narratives of the journey from village to Bangalore, and through these accounts, reflections on detailed experience gradually emerge: what this upheaval has meant, for them, for their families.

Seeking to combine development practice with research and writing, Orlanda's focus is on employment and labour standards in India. She is especially interested in how first time jobs can become transformative opportunities for youth. Until recently she managed an ILO-funded project with Gram Tarang Orissa, to pilot new kinds of support to young women entering full-time employment in India's apparel industry. She has just joined Gram Vaani, a community media organisation, on a project to extend a low-tech audio platform to workers' groups across the country. She has a PhD in Development Studies from the University of Oxford and has published on India's skilling programmes, labour regulation and financial behaviour of the poor (she is co-author of Portfolios of the Poor, Princeton, 2009). Over the years, she has worked on India for various organisations in the public, research and consultancy sectors, including Impactt, ODI, OPM, IDPM and DFID.

It is presumed that empowerment must mean an increase in autonomy, and agency (in the sense of our capacity to act) is conflated with this. The young women's accounts present a challenge to this view: what if agency is relational? The main motivation of these women is clearly to enhance and consolidate their role in the family rather than distance themselves. It is up to their families to accept it. This is nicely illustrated in the following accounts.

"Villagers and neighbours may say "no" [to sending girls off for work] but consider this: if money is required back home, 10-20 rupees, our families no longer have to ask for favours from anybody, they no longer have to stretch their begging hand out to anybody. Now we work for one month and send Rs.5000-6000 to our family. Now they can manage the house hold expenses smoothly. Why should we listen to others?"

"People in the village claim that work is too hard for girls. If there is a boy at home, why should parents send out their daughters to work. If we are right and our parents are right, then everything is right for us. I have been working outside for five years now. But people still talk. People say that Bijaya Kumar Behra's daughter is going out and doing this and that. But I am doing exactly what I am supposed to do. People say that a bomb has exploded when mustard seeds burst. If boys can go and work, then why can't girls do it? We also need to stand on our own feet. Should someone else continue to provide for us forever?"

Spotlight On

Bultoo Radio: Connecting the Base of Pyramid

Shubhanshu Choudhary



In the world of mass communication, today's Indian society can be divided in three castes (categories). Caste is a vedic system of stratification of Hindu community. One section of the Indian community can be labelled as **Internet caste**. This group comprises of people who have access to computer and internet, who most of the time live in their own world of internet. Second is the **mobile phone caste**, comprising of the people who own a mobile phone, have access to phone signals and some money to make phone calls. They are often in a hurry to join the internet caste. Third and lowest is **Bultoo caste**. Some from this community own a mobile phone but do not have access to mobile signals at the places where they live and seldom have money to make a phone call.

The Bultoocaste was earlier categorised as the radio caste which has no voice for itself, it can only listen. One mobile phone device is shared amongst many people and used mainly as a tool to listen to songs and taking pictures. They use Bluetooth technology available in their phones to transfer audio files amongst each other. They cannot pronounce Bluetooth and call it Bultoo.

People from the earlier radio caste tell me, "We do not listen to radio any more. It does not speak in our languages and talks of some Obama and Osama who we do not

understand. It hardly talks of anything which is related to our lives. Radio is almost dead for us".

But they use Bultoo a lot now. Bluetooth is probably the most used communication tool in remote areas of India today. Even small children know how to transfer music files from one phone to another. If you go to any remote village in India today you will find at least half a dozen mobile phones. They often do not have mobile signals in their villages so they can't make a phone call. Mobile phone is the new tape recorder to listen to songs and take pictures. When they go to market apart from doing buying and selling they also go to a download centre and buy some songs which they later share with each other using bluetooth which does not cost anything.

CGnetSvara (www.cgnetswara.org) is using this pattern to develop Bultoo radio - a democratic intervention. People walk to a place where mobile signal is available to record their songs and messages to CGnetSvara server (computer connected with internet and a phone with Interactive Voice recorder software). A trained team of editors from the same community knit together a radio program using this content; in the dialect of the community on their computers sitting anywhere where they have internet connection. Once the program is ready it can be downloaded by calling the same server number. If the person has an internet connection which is rare in remote areas then they can get the radio program using



internet dependent features like WhatsApp. If they do not have internet then they download the audio and record it on their feature phones.

Once the radio programme is available as an audio file, this Community Media Vendor (CMV) goes door to door in the community and delivers Bultoo radio to each customers' phone. The program can be heard and shared as many times as one wants.

The programs are in local language, by local people and raises local issues which is the Unique Selling Proposition of the intervention.

When the CMV delivers Bultoo radio programme, s/he collects goods which the customer wants to sell to urban markets in a barter; thus creating market linkages for the rural producer. Collected goods are often organic agriculture products, forest produce, handicrafts or some rural artifact which has high demand in urban markets. This way the model builds in self-sustainability.

Earlier, the people from Bultoo caste people were selling the same goods in local market for lesser price. CMV gives them access to lucrative markets in exchange of their contribution to Bultoo radio. Earlier there was no supply chain for the goods due to lack of communication. Bultoo radio creates one.

The producer of news in this model; called **Bolkar**, is not paid for the content creation, especially for news reporting. Like in political democracy anyone should not be paid for their votes otherwise they will vote for the richest. Similarly, information must come out of concern and must not be paid for. What we need is Journalism of Concern rather than Journalism for vested interest as we have in the current mainstream model. The communication platform for the community needs to be dependent on the economy of the same people for whom it operates as much as possible so that it



This can be the basis of a democratic and representative news unlike the current aristocratic and non-scientific model of mainstream media and internet based social media platforms which reaches only a small minority. This communication platform is monitored by elected representatives, called **Jodkars** from the community to make it a platform for responsible Journalism.

remains independent and self-reliant. It must also raise money for the people who work for managing and improving the supply-chain of goods and communication.

When we have a critical mass of Bultoo radio stations which are also called "VoiceBooks" then we can do data journalism to find the best trending news.

We cannot have a robust political democracy unless we have democratic communication. This experiment shows us that democratic media is possible also in remotest parts of the world who are yet to get connected to internet and mobile phone signals. Internet, mobile and Bultoo can create a democratic and free media for a country like India.



Mr. Shubhranshu Choudhary is a journalist and co-founder of CGnetSwara, world's first Community Radio on mobile phone (www.cgnetswara.org). He worked as BBC South Asia Producer for more than 10 years before starting work on experiments for Democratization of Media in forests of Central India. He won Google Digital Activism award in 2014 and was also named as one of 100 Leading Global Thinkers in 2014 by Foreign Policy magazine. Currently, he is trying to set up Community Media entrepreneurship College in a remote tribal village in Central India where he does farming with students to create a self-sustainable school to create self-sustainable rural community media entrepreneurs. He can be reached at shu@cgnet.in

MoU Signed between ORMAS-CEMCA-ASD

April 12, 2017, New Delhi – The 4th Australia-India Skills Conference was held on April 10th and 11th, 2017 in Taj Palace, New Delhi where the Prime Ministers of Australia and India agreed on collaborating to make India a Skilling Hub for the world. There were several panel discussions held during the two

day conference and many a business partnerships forged.

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi signed a tripartite MoU with **Australian Skill Development Education Pvt. Ltd. (ASD)** and **Odisha Rural Development**

Marketing Society (ORMAS) to provide International Training and Assessment Courses (ITAC) certification to 1000 vocational trainers involved in skilling rural youth in the state of Odisha. The MoU was signed by Dr. Shahid Rasool, Director, CEMCA, Shri P. J. Nath, IAS, State Mission Director, ORMAS, Shri B.N. Das, Executive Director, ORMAS, Mr. Suresh Padmanabhan, CEO, REACH for Training and Mr. Rao Vamaraju, Director, ASD Education Pvt. Ltd. This programme aims at improving the quality of vocational training in the state of Odisha under DDU-GKY by building the capacity of the trainers especially focussing on imparting best pedagogical or platform skills to the trainers. The project will run for a year and will be evaluated by a third party for its effectiveness. The intervention aims at addressing the dearth of good quality vocational trainers especially in rural and semi-urban locations.

The MoUs were exchanged in the presence of Senator the Honourable **Simon Birmingham MP, Minister for Education and Training**, Government of Australia and **Shri Rajiv Pratap Rudy, Honourable Minister for Skill Development and Entrepreneurship**, Government of India.



Finalisation of Draft course materials as OER for professional enhancement of teacher educators in Inclusive settings

Commonwealth Educational Media Centre for Asia (CEMCA) has been supporting the development of skill based open and distance learning courses using OER. In this regard, CEMCA has initiated developing a modular programme entitled Professional Development Programme for an inclusive education system in collaboration with Netaji Subhas Open

University (NSOU), Kolkata. A two-day Workshop on Finalisation of Draft course materials as OER for professional enhancement of teacher educators in Inclusive settings was organized by the School of Education, Netaji Subhas Open University



& Commonwealth Educational Media Centre for Asia (CEMCA) at Netaji Subhas Open University (NSOU), Kolkata from 13th -14th February, 2017. The

workshop deliberated on following issues to resolve the progress and review of the ongoing project:

- Finalisation of Draft course materials, PPTs & A-V lectures
- Mode of delivery of the course
- Target learners & expected size of the learners
- Announcement for course registration

The workshop was inaugurated by the Hon'ble Vice Chancellor, NSOU and was graced by Prof. Amitav Mishra, SoE, IGNOU & Dr. Manas Ranjan Panigrahi, Programme Officer (Education), CEMCA. All the course editors & content writers were present. Dr. A. N. Dey, Director, SoE, NSOU delivered the welcome address. Dr.

Manas Ranjan Panigrahi & Dr. Sumanta Chattaraj, Project Director, SoE, NSOU reported the status and progress of the project. Prof. Amitav Mishra discussed on the concerning issues of the project. All the respective editors presented draft course contents from their respective units before the house for validation. Suggestions and recommendations were well appreciated and accepted for further and finalisation of the draft contents.

At the end of the 2-day workshop, the following course of action and timelines were agreed upon:

- The final content material of the SLM after vetting will be prepared by 25th Mar, 2017.
- The supplementary A-V materials,

appropriate PPTs etc. will be prepared by 15th April, 2017

- The course will be delivered using a blended approach.
- Expected users may be wide, ranging from researchers, teacher educators, teachers and pupil teachers.
- The MOOC registration may launch from July 2017.

“We sincerely believe that through such platform, the users will develop a better and comprehensive understanding about the concept of inclusive education, its magnitudes and the social responsibilities”. With these words, the workshop concluded followed by a formal vote of thanks.

Finalisation of OER repository and assigning of CC license to Educational Resources of NSOU

The “Meeting-cum-Workshop for Finalisation of OER repository and assigning of CC license to Educational Resources of NSOU” was held on 16th February, 2017 at 11:00am in the Board Room of Netaji Subhas Open University (NSOU), Kolkata which was a review meeting of the project entitled “*OER Initiatives for ICT enabled Programme of Netaji Subhas Open University*” with support from CEMCA. All the five members of NSOU OER committee were present in the meeting along with CEMCA consultant Professor Uma Kanjilal, Professor of LIS, Vice-Chancellor of IGNOU and Registrar of Netaji Subhas Open University. The main focus of the meeting was to:

- i) Recommend the revised OER Policy,
- ii) Assign suitable CC licenses for different print and non-print educational resources of NSOU and
- iii) Demonstrate prototype design of NSOU OER Repository.

Ms. Barnali Roy Choudhury & Dr. Anirban Ghosh, Project Coordinators gave the Present status of the project and also presented the revised OER policy which was circulated to all the members present in the meeting. A prototype of the OER repository design and system was presented and all members provided their inputs. Educational resources of the university in different forms and formats were also identified and the members present in the meeting recommended CC licenses suitable for each type of educational content. The Consultant from CEMCA requested the team from NSOU to host OER Repository within the stipulated timeframe and suggested to adopt CC licenses as per the OER policy of the university.

National Consultation on OER Policy for Higher Education in India

New Delhi, March 06, 2017: On the request of Ministry of Human Resource Development (MHRD), Government of India, the Commonwealth Educational

Media Centre for Asia (CEMCA), New Delhi, organized a National Consultation on Open Educational Resource (OER) Policy for Higher Education in India. The consultation took place at Hotel Oodles in Chattarpur New Delhi on Friday, 3rd March, 2017. The objectives of the National Consultation on OER policy for Higher education in India were:

- Sharing experiences of OER practice and policy of other countries;

- Sharing experiences of OER practice and policy of Open Universities in India; and
- Developing insights and strategies for drafting OER policy for Higher Education in India.

The National consultation was conducted under the Chairmanship of Prof. Nageshwar Rao, Vice Chancellor, Uttarakhand Open University, for drafting OER policy. CEMCA, with support from



COL, also invited an international expert, to share the international experience on OER Policies & Practices. Forty Five Academic Leaders, Vice-Chancellors of Indian Open Universities, Directors of Directorates of Distance Education, teachers from Central Universities, State Universities, National institutions, Civil Societies and all the members of the Advisory Cum Consultative Committee participated in the National Consultation.

The consultation commenced with the key note address by Prof. V.S. Prasad,

Former Director, National Assessment and Accreditation Council (NAAC); followed by a presentation on ‘OER Policy Development and International Practices’ by Mr. Neil Butcher, South Africa. This was followed by the sharing of experiences on OER practice and policy in India by Prof. Ravindra Kumar, Vice Chancellor for IGNOU, Prof. Mangala Sunder Krishnan for National Programme on Technology Enhanced Learning (NPTEL) and Prof. J. Prabhakar Rao for University of Hyderabad, which set the scene for the subsequent group

discussions. The presentations highlighted various examples of OER in practice, both in India and internationally. It was encouraging to note that there were already good examples of developing and sharing OER in India that might be emulated by others.

Building on the introductory presentations, participants were divided into five groups viz. (1) Goals, Mission, Vision, (2) Copyrights and Licencing (3) Curriculum Development, Teaching and learning (4) Capacity Building (5) Infrastructure, Connectivity and Quality Assurance, to deliberate on key aspects of a national OER policy for higher education in India. After the discussion, the moderator of each group presented their issues and challenges to be considered in policy development.

The proceedings of the consultative meeting and minutes of the Advisory Cum Consultative Committee meeting were considered for drafting of OER policy for Higher Education in India.

Engaging CR Stations to produce CLP related to Skill Development

Dhaka, Dec 20th, 2016: Right after Vijay Diwas, on Dec 17th, Rupantar, an NGO based in Bangladesh, with support from CEMCA, launched a programme for 5 CR Stations, namely, Radio Nalta, Radio Lokobetar, Radio SagarGiri, Radio NaF and Radio Pollikontho with an intent to engage these CR Stations to bring about a positive impact in the lives of people by helping them secure sustainable livelihoods. The project has been designed with five distinct parts. The first part involves conducting a

Baseline Survey for about 1000 youth in the community to understand their aspirations and their current level of education and exposure to opportunities available in vocational education. This survey will also help to identify traditional skills of the community and the challenges they are facing in becoming sustainable. The survey will be followed up by Focussed Group Discussions leading to identification of issues around which Community Learning Programmes will be produced. There will be about 100 radio spots and an equal number of long episodes produced by the CR Stations which will also conduct Field Activities for the Community helping youth enroll into vocational



courses, open university or find employment or self-employment. This is quite an ambitious intervention and the first of its kind which guarantees financial sustainability to the CR Stations. The programme was inaugurated by the CEO of National Skill Development Council Secretariat, Shri A B M Khorshed Alam. Mr. Khorshed Alam, addressed the gathering and urged them to work towards building a “Skilled Bangladesh”, so that the citizens of Bangladesh find livelihoods with dignity within the country and outside the country. The Executive Directors of Rupantar, Shri Rafiqul Kohkan and Shri S. K. Guha were present in both the inauguration and valediction of the programme. Shri Saifuddin

Sabuj from Rupantar conducted the three-day orientation programme with great efficiency and effectiveness and was assisted by Shri Sumon Francis Gomes as the technical resource person. Dr. Kabir Mia, formerly working with ILO, told the group about the National Skill Development Policy and explained the role of various stakeholders in the Skill Ecology. Dr. Ankuran Dutta, HOD, Dept. of Media & Journalism, Gauhati University was the resource person who equipped the participants with the required knowledge to produce Community Learning Programmes. This programme marks the beginning of a long journey set in front of the participating CR Stations, Rupantar & CEMCA.

Skill Development Training through Community Radio

Jan 10, 2017, Guwahati – A week long capacity building programme on Integration of Community Learning Programme (CLP) in Skill Development leading to sustainability of the

Community Radio Stations while transitioning passive listeners to active learners was held from Jan 2nd to 7th, 2017 at SVD House, Airport Road, Borjhar. The programme was organized by Dr. Anamika Ray Memorial Trust (ARMT) in collaboration with CEMCA. The workshop was declared open by Prof. Chandrabhanu Pattanayak, Director, Institute of Knowledge Societies and former Advisor to Ministry of Skill Development and Entrepreneurship who said, “It is really important for us to understand that skill development and livelihood building are inter-related; hence this workshop is designed to skill the community radio to bring in all-round change in society”.



Altogether 20 representatives from 8 CR Stations from eastern India participated, namely, Radio Luit, Radio Brahmaputra, Radio Jnan Taranga from Assam, Radio Snehi from Bihar, Radio Bulbul from Odisha, Radio Jadavpur University and Salesian Radio of West Bengal and Radio Integrated Community from Manipur. Ms. Devi Leena Bose, Dr. Ankuran Dutta, Dr. Badab Burman and Ms. Sanjogita Mishra were resource persons who gave the participants

an opportunity to appreciate Skill Ecosystem of India while doing exercises on Concept Mapping and Message Matrix.

The participants are expected to conduct Baseline Survey of the youth (500-1000 youths) of their community prior to starting production of CLPs. In the week-long training camp, they also designed a questionnaire for the youth in order to understand their aspirations, existing level of

education, exposure to avenues of skill development & livelihoods and challenges & threats to their traditional livelihoods. This programme will run for about a year and will include Field Activities in the Community, related to Skill Development, Employment, Entrepreneurship, Open Schooling, etc.

Recognition of Prior Learning (RPL) Integrated with Education

Mar 30, 2017, Kolkata – A One-Day workshop was held on March 29, 2017 at Kolkata by International College and CEMCA to increase “Awareness about Recognition of Prior Learning (RPL)” and

integrate it with Education for the workers employed in Automobile Sector. The awareness workshop was held to launch a year-long programme aimed at mobilizing and recognizing at least 2500 youth

currently engaged in automobile servicing and sales in rural and semi-urban pockets around Kolkata. Along with the RPL provided by Automotive Skill Development Council (ASDC), these youth will be hand held to pursue education through National Institute of Open Schooling (NIOS), Netaji Subhash Open University (NSOU) or elsewhere; as



apt for their current education and constraints.

The Key note speaker for the workshop, Shri Jaikant Singh, Head of Strategy and Programme Development, National Skill Development Corporation (NSDC) in his address emphasized that Skills and Education have to go hand-in-hand for the betterment of the individual. He provided clarity to the participants on roles of various organizations like NSDC, ASDC, NCVT, NIOS etc. and urged the participants to take advantage of the offerings of the Government of India especially in the form of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) which lays special stress on RPL.

ASDC was represented by Mr. D. P. Das who addressed the gathering of Automobile Dealers, Garage Owners, Taxi Driver Union Leaders, eRickshaw Union leaders, etc. whose buy-in is a must for the success of RPL. Prof. Anirban Ghosh, Director, School of Vocational Studies, NSOU informed the participants about

how they and their employees who have completed 10+2 studies can pursue a bachelor degree while continuing to work. Dr. Rachna Bhatia, Regional Director, NIOS made the most informative presentation where all participants came to know the various avenues available today for a school drop out to complete his/her education through open schooling. She said that NIOS and NSDC have already signed an MoU and have agreed to align their courses to National Skill Qualification Framework (NSQF). Ms. Srabani Rai from Community Radio, Jadavpur University talked about how Community Radio can help build many bridges between institutions like NSDC, ASDC, NIOS or NSOU and the community of automobile workers. She invited one and all to fully realize the potential of Community Radios by participating as listeners and producers.

The participative audience included representatives from Tata Motors who were also co-sponsors, Jyote Motors,

TVS Motors, Mohan Motors, Saneil Motors and Lexus Motors. Md. Safiruddin Sheikh pledged his commitment for the project to make a very successful and an effective intervention.

CEMCA in collaboration with International College conducted this “RPL Awareness Workshop Integrated with Education” in Kolkata as a first step towards a long journey. For the first phase of implementation Automotive sector has been chosen. The intent is to directly tie up RPL with education by inviting the multiple stakeholders for the year-long intervention. The project involves multi-party arrangement where mobilization cost will be borne by CEMCA, training cost will be borne by International College and Certification cost will be borne by NSDC. There will be enrolment in Secondary and Higher Education for which there will be cooperation sought from NSOU and NIOS Regional Centre.

Making of Master Trainers by ORMAS-CEMCA-ASD

Mar 22, 2017, Bhubaneswar – On March 21, the phase 1 of the project titled “Making of Master Trainers” funded by CEMCA was declared successful when 46 out of the 71 vocational trainers trained in the intervention were felicitated and presented the International Trainers’ Assessors’ Course (ITAC) certificate. CEMCA undertook this pilot in collaboration with Odisha Rural development Marketing

Society (ORMAS), the State Implementing Agency (SIA) of Deen Dayal Upadhyay – Grameen Kaushalya Yojana (DDU-GKY), a Placement Linked Training Programme (PLTP) run by Ministry of Rural Development (MoRD). CEMCA engaged the services of Australian Skill Development (ASD) Education Pvt. Ltd. represented by Mr. Senthil Kumar, CEO, for carrying out this work. ASD Education Pvt. Ltd. is the Indian office of the Australian Training company called “Reach for Training”. They are also NSDC partners in India and have aligned their training curriculum to National Skill Qualification Framework (NSQF).



The course commenced as planned on the 9th of January 2017. Batch 1 consisted of 26 participants, Batch 2 of 22 and Batch 3 of 23 vocational trainers. These trainers belong to various Project Implementing Agencies (PIAs) or Development Partners of ORMAS.

The training of 10 days was split into three parts of 3 days, 3 days and 4 days interspersed with a week's break in between where the trainers went back to their place of work and implemented their learning in live classroom environment with real learners. They produced evidences of better engagement with students as a result of better pedagogy learnt during the intervention. These were being monitored and documented. The trainers were being mentored through groups made on WhatsApp.

Ms. Anuradha Prusty, an ITAC certified and highly experienced trainer was engaged by ASD Education Pvt. Ltd. as a Master Trainer. Ms. Niharika Reddy was also engaged as a trainer. Admirable coordination, planning and support was provided by Mr. Sree Charan, Operations Head. Mr. Sujeet Nishank from ORMAS team was the Project Manager and Coordinator. Ms. Sanjogita Mishra, PO Skills, CEMCA provided her inputs related to transforming classroom environment to Activity Based Learning process.

The entire cost of infrastructure, logistics, travel, boarding and lodging of the participating trainee-trainers and ASD team were borne by ORMAS while CEMCA funded the cost of training, assessment and certification of the trainee-trainers. Of the 46 certified about 30 trainers will be taken into phase 2 of "Making

of Master Trainers" where they will impart this training to 1000 trainee-trainers. These 30 trainers will be mentored to make the transition from being a trainer to a Master Trainer while 1000 vocational trainers will get trained and certified in the process by ASD Education Pvt. Ltd. The benefit of the better quality of learning will then be passed on to the end learner from rural Odisha.

CEMCA has also undertaken the project of creating contextualized training content related to platform/pedagogical skills and will make the same available through multiple media platforms under an open license of CC-BY-SA. This content will be freely available for all vocational trainers to improve the teaching-learning process in their class by engaging better with the students.

On March 21, 2017 Dr. Shahid Rasool, Director CEMCA, emphasized on the need for improving the quality of vocational training by creating better quality trainers. This intervention addresses multiple issues, like, improving quality of learning, creating more trainers and increasing the motivation of the vocational trainers.

Shri P. J. Nath, IAS, State Mission Director, ORMAS has been very supportive and has been a very dynamic leader by pioneering this intervention. This is the first of its kind in India. Sri B.N. Das, Executive Director, ORMAS recognizes "Vocational Trainers" as the pivot on which Substance and Scale can be achieved in the Skill Mission of India. He has left no stone unturned to make DDU-GKY Odisha the "model" implementation of the scheme, so much so, that other states and schemes may adopt their best practices.

Success Story

ABLE-CEMCA Workshops in Government Schools: A Success Story

By conducting Activity Based Learning and Employability workshops, which we call ABLE workshops, CEMCA is attempting to improve the quality of learning in government schools which is remarkably different from the private or international schools.

The intervention has three components – working with teachers, working with students and improving content. The interesting bit of this intervention is to train the trainer in his/her own



environment. While training the trainer, the students take their first big step towards inculcating some generic employability skills like Self-Management, Team Work, being Enterprising and Communication Skills which are essential in almost all the jobs that one can think of. Infact, the workshop also involves getting the students to talk to some guests, ideally 10 guests per day, who have had experience of livelihoods. The interaction is well structured and is in a controlled environment where the students interact on their own with either strangers or other grown-ups and ask inquire and learn about the real world challenges, struggles. This orients the students subtly into planning for a career in future. By the end of the session the teachers, students and the guests feel enriched. Some of their feedback is pasted here for reference.

ABLE is currently being conducted as a 3-day intensive training workshop for vocational trainers. As part of the workshop the

trainers conducted various activities focusing on imparting Generic Employability skills to the school children of the Govt. Senior Secondary School who have opted for vocational course and are studying in 9th, 10th, 11th and/or 12th standard. The technique was originally developed by Worktree, an education charity based in Milton Keynes, UK, since 1992. The activities have further been contextualized to Indian context, especially for government schools Haryana, by a group of ABLE Skill Trainers, namely, Ms. Anupriya

Feedback from Guests & Teachers –

8. मुझे आज इस कार्यक्रम से क्या सीखना को मिला?

हमारे विद्यार्थी जो हमारे साथ रोजाना 6 घंटे रहते हैं वो केवल पढ़न-पाठन को कार्य होता है परन्तु इस तरह से वास्तविक व प्रश्न उत्तर बहुत अच्छा लगा। प्रतिदिन कक्षा में इस तरह की गतिविधि के लिए अवश्य समय निकालेंगे।

8. मुझे आज इस कार्यक्रम से क्या सीखना को मिला?

मुझे लगा कि कोई न कोई प्रयोग हर कक्षा में दिखी है, उसे तराशा करूँ, गिनकारना हमारे लिए जरूरी है। इसके लिए विद्यार्थियों में आत्मनिर्भरता पैदा करना बाली आवश्यक है।

Feedback from Students –

5. मुझे सब से अच्छा लगा.....
 हमें STEPS का गेम बहुत अच्छा लगा और हमें
 GUESTS से आमने-सामने बातें करी और बहुत
 सी बातें भी सीखने का मौका। एक्टिंग का गेम भी अच्छा
 लगा।

7. अब मैं अपनी जिन्दगी में यह एक परिवर्तन करना चाहूंगा
 मैं अब तक कभी भी स्टेशन पर होने का नहीं कोशिश किया था।
 पर मैं अब स्टेशन में होने वाली सभी गतिविधियों में भाग लिया
 करूंगा। मैं अपनी भी कुछ कोशिश करूंगा की कि मैं स्टेशन पर
 जाते हुए किसी भी काम को नहीं करता।

1. मुझे आज सबसे अच्छा लगा.....

मुझे आज यहाँ सबसे अच्छा महसूस लगा कि मुझे बहुत सारी
 नौकरियों की बारे में पता चला और मैंने अपने अध्यापक
 के साथ अपने विचार व्यक्त किए और उससे उन के
 विचारों के बारे में पता चला। Thankyou.

Khare, Ms. Aruna Naidu, Ms. Meeta Sharma, Ms. Payal Chib and Mr. Aman Vats who also doubles up as a Coordinator to help set up the right support system to get the workshops done.

The intervention has been designed using the principles of adult learning and has four activities packed in a day leaving no stone unturned to make learning fun and effective. Activity one “Mukh-Bandi” helps students know about various careers and jobs, especially, the ones related to vocational skills. The second activity “News Time” improves the presentation skills of the participants and helps the students discover the generic qualities required for finding a job. The third activity “Baat-Cheet” helps students in improving their Communication Skills while also learning more about the struggles and challenges in the world of work. The last activity “Production & Quality” inculcates Team Work and helps them understand concepts like 5-S, Division of Labour, Principles of Production and Importance of Quality.

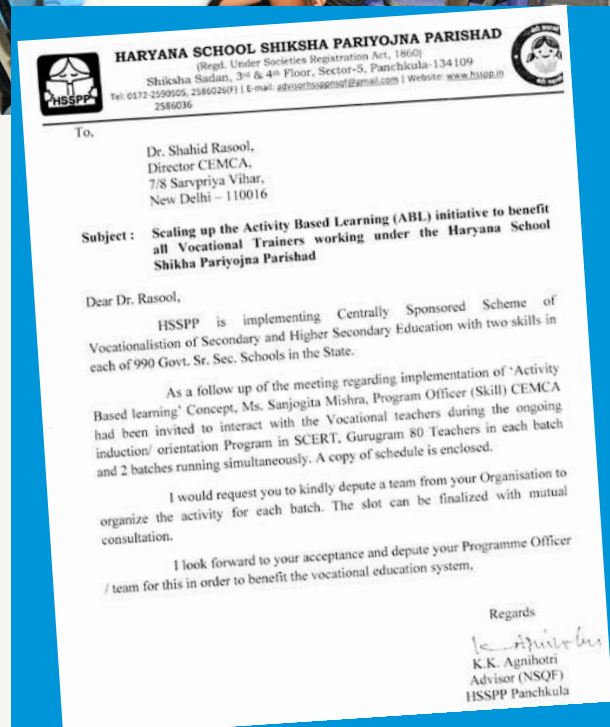
CEMCA started this journey a year ago in partnership with Indian Institute of Skill Development (IISD) in Gurgaon. There was an orientation workshop of the trainers in Gurgaon first in which 26 trainers from 6 states were trained. The instrument was then taken to the field only in Haryana and Punjab and CEMCA reached 12 government schools training an additional 39 trainers (4 females and 35 males) and impacting about 1300 students, out of which 313 were females and 982 were males.

Over all, the project was a huge success, and Haryana School Shiksha Pariyojna Parishad noticed this workshop and really admired the work being done at the school level. They immediately wanted the benefit to be passed on to all Vocational Trainers and invited CEMCA to conduct a few sessions during the Training of Vocational Trainers done twice a year in SCERT

Gurgaon. This will integrate one part of the work being done by ABLE which is working with teachers to orient them to adopt ABL (Activity Based Learning) in the regular teaching.

By being able to address the Vocational Trainers in one place at the ToT sessions conducted by HSSPP, CEMCA has already reached more than 600 vocational trainers.

The second part of working with students for inculcating “Generic Employability” Skills is yet to be mainstreamed and CEMCA is working relentlessly towards achieving the same.



Research Shows

Baseline Study – Unleashes brilliance of latent talent in rural communities

Dr. Sushmita Malaviya

In 2016, CEMCA catalyzed the baseline studies for National Council for Science and Technology Communication's Science for Women's Health and Nutrition Project. Fourteen radio stations across the country worked with communities to collect information related to media habits, access to health facilities and socio economic status. The baseline study was designed to help community radio stations delve into programming around women's health and nutrition. While national health priorities – anemia, non-communicable diseases, menstrual hygiene, low-birth weight babies, HIV and tuberculosis - were woven into the questionnaire, the exercise in itself threw up exciting findings about the impact and significance of community radio communities in the country.

Based on observing and anchoring the baseline in four radio stations, much of what is discussed ahead has not found mention in the larger data driven reports. All four stations, mentioned ahead, were not only geographically diverse, but community issues and dynamics were very different. What was common, though, was the enthusiasm of school/college educated girls and women who participated in the endeavour; in several places, the commitment of young men and their focus to get a job done was equally remarkable.

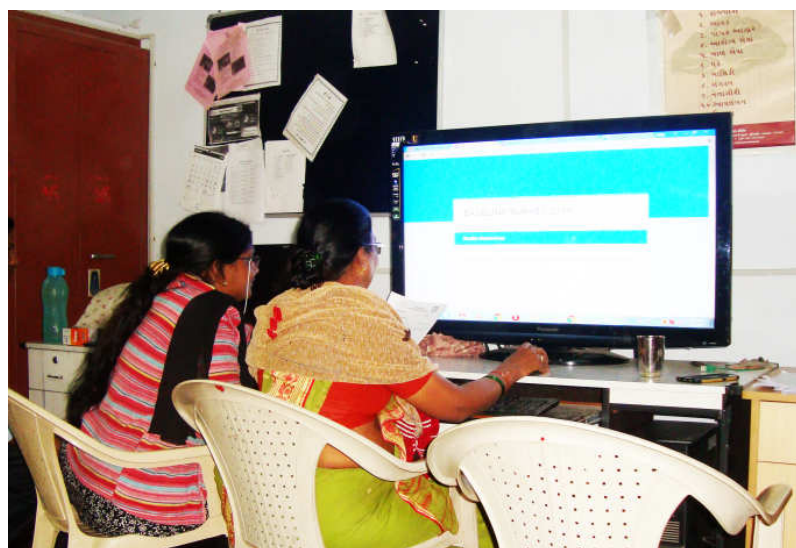
Starting with something that is often seen, but its implications rarely understood: in rural/peri urban parts of India, a group of girls and women working together to fill up a lengthy questionnaire merits a second glance. With expectations amongst communities constantly rising, the fact that girls and

women are able to use their education to contribute to something that is otherwise a complex media product brings full circle their learning and skill building. Given that participating in community radios require a certain level of skill, like being able to read and write, (sometimes) being able to use computers, the importance of the presence and contribution of educated youth in these rural/semi-rural

communities could not be underscored more. They evidently have a huge and positive advantage in this space and this was obvious in different radio stations visited.

In feudal and backward Bundelkhand in the states of Uttar Pradesh and Madhya Pradesh, a group of women mulling over a lengthy questionnaire is not only a sight to behold but completely worth cheering. Talking to them on the sides revealed that many of who were educated– some even up to college – candidly admitted that being married into illiterate or barely literate families was a setback for them, especially when they want to educate and while raising their children. It was very evident that most women who were educated treasured their hard-fought for education and were willing to explore how they could put it to use at home; the coming of community radios was a God-sent opportunity for them in their community too.

Women from agricultural backgrounds who had left their villages, completed their education or worked in India's burgeoning private sector brought another level of expertise to a community radio station. These women – with their 'corporate' background - rallied around teams and were keen to deliver on their deliverables – in this case looking for and identifying voices to be part of their community radio network. It is not enough to set up a radio station; generating community relevant content is the key and finding the right voices and grooming them comes easily to those who can easily visualize what their end product will look like. Questions like 'where can I find a resource who knows all the *bhajans* (devotional songs)', 'who in the community sings well', 'who has a good voice and is a good speaker' or 'who is a





a laptop and understanding data entry, many young people worked with knowledge that they had only ‘read’ (read theory) about. They were faced with the daunting task of entering forms and completing targets. It was not as if there were not a few who were overwhelmed: when a questionnaire is given to you in a language you know but the data entry is in English, it takes a while for even the nimble minded to settle down. But settle down they did; heads of community radio projects in many places simply led by example, with senior researchers, community volunteers, student preparing for entrance exams, anyone who could, helped in the initial hand-holding.

These community radio stations are also a unique example of how communities can push

repository of oral stories or the community’s history’, for example are but some aspects of their new found responsibilities suave youngsters in these communities have learnt.

During the baseline survey, each community radio station had a system of checks and balances for data collection. This was easily put in place by the stations because they had teams that were from the community who were essentially the data collectors while ‘senior’ teams from the radio station supervised their work. It is important to understand the seamless learning that was evident: young people were applying their learning to fill questionnaires while the ‘seniors’ who were familiar with the objective of the data collection exercise checked and verified the forms.

Thus, for instance, it was not unusual for a bright data collector – who had finished faster than her other colleagues - to chip in with verifying forms or help with other responsibilities in the data entry or collection process. It would take just a nudge to get her to the desk, and while she may be hesitant with the first few forms, she was also quick to pick up the rhythm and surge ahead. In a five day turn around, from learning the basics of data collection, verifying forms and sitting at a computer to enter data, the excitement around these achievements had to be seen to be believed. When have we last seen textbook knowledge becoming a tool for the young to use?

It was very evident that this set of skills enabled data entry to be smoother and much faster. When data was being collected and entered in real time, it was fascinating to just watch the young grapple with technology and come out ahead. To cope with the volume of data (1,000 respondents at each community radio station), extra resources had to be invariably pulled in. From getting used to working on

themselves out of routine existence. Women across these cities were managing homes and families and yet were committed to the task of completing the questionnaires assigned to them. Their relationship with their own community and the confidence with which they went about their task was but an indication of how knowledge when turned into a skill could lead to future possibilities. The realization that collectively communities have a platform to raise their voice and have a chance of redressal of their issues and concerns is also growing exponentially. The women understand this and are thus willing to go the extra mile.

In established non-Governmental organizations who work in project mode, an in-house body of researchers seemed to be a handy way in handling data efficiently. Also, one could see how a generation of women have worked very hard (as part of self-help groups, for example) to make sure they are able to send their children to school or complete higher education. Interestingly, in





leaders of the station – many from the socially excluded and disadvantaged Sahayria tribe lend their voice so that community is able to rise from their position of social and financial exclusion and be counted by the government and powers-that-be.

Community radios are also a treasure trove of oral history: there are village elders who know the history of the community or can converse or sing traditional songs in dialects that are fast disappearing. In Konark (Odisha), Radio Namaskar has close to 2,000 folk songs recorded. The one they treasure most is a wedding song that a father sings when his daughter leaves his home, which dates back 200 years!

some instances, we saw some of these very children emerge as media experts in their own right! They wielded radio equipment with dexterity and were quick to conceive audio and video productions!

For example, Gauri and Kaushalya are the lifeline of Radio Bundelkhand. Both women come from agricultural backgrounds and their quiet confidence and multitasking skills are their hallmark. They have overcome several personal obstacles to be where they are and are completely at home in the community radio studio. Making the radio station a platform for their community, they recall that in the village of Baruasagar, Orchha a young girl was getting married and her mother, during a phone-in programme, called in to say she was not sure if it was the right thing to do (her daughter had studied up to Class XII). The Radio Jockey on duty asked the caller to be in touch with the radio station. When the mother called back, the RJ had conferred with the team and taken legal advice and even had an offer for her: Radio Bundelkhand would be willing to train her if she was interested!

In the West Indian city of Ahmedabad, SEWA researchers are experienced hands at complex research. They are, however, also quick to identify 'grassroots researchers'- young students who are willing to try their hand at something new – and gradually on boarding them possibly for larger studies.

In the coastal state of Odisha, Radio Namaskar has been working with community members featuring not only community voices but also successfully seeking redressal of their concerns. No wonder then that today the radio station is run by the dynamic Rosalyn, who herself was a community volunteer for the station several years ago.

In Shivpuri in the Central Indian state of Madhya Pradesh, Radio Dhadkhan – despite a series of misses – continues to remain the 'dhadkhan' (heartbeat) of the community and women

While the Science for Women project has a focus – it is pertinent that other Government programmes understand the value of the capacity that is being built here. To leverage these resources for the Skill India, Clean India and Start Up India movement, diarrheal diseases, tuberculosis, environment and water conservation are some immediate priorities.



A former journalist, Sushmita Malaviya, worked with mainstream The Hindustan Times and The Central Chronicle (both in Bhopal). She began her career in New Delhi with The Patriot and The Statesman. She has been the Charles Wallace Visiting Fellow at the Cardiff University (UK), and a media fellow for organizations such as Groupe Development (Kolkata), Sathi (Bengaluru) and a National Foundation for India, New Delhi. Sushmita has been following the community radio movement through her writings and has been visiting many of them as part of research studies. She can be contacted at sushmitamalaviya@gmail.com

Case Study

Say YES to Sustainable MSMEs in India

Since inception, YES BANK has a deep rooted focus on sustainability and through its Responsible Banking pillar, had been working towards Corporate Social Responsibility (CSR) and Sustainable Development. The BANK believes that CSR and Sustainability in their biggest sense are the purpose of Business and has embedded them into the core business operations, keeping in mind the impact that it has on people, planet and prosperity. Real CSR lies in their collective ability to share resources equitably, accept that everyone has the same rights, and consistently act in the best interest of humanity.

Following are three small case studies of how small changes done for Medium, Small and Micro Enterprises (MSMEs) related to skill training on Occupational health and safety practices and Workplace organization have made remarkable impact on productivity, cost savings and profits.

Implementation of Occupational health & safety practices in the dyeing sector

There are over 250 dyeing enterprises located at Ludhiana (Punjab) which come under the small, medium and large sector. The small & medium scale dyeing enterprises are highly energy intensive and equally polluting in nature. The workforce employed in these enterprises is exposed to unhealthy working conditions which results in various health hazards.

The health hazards that affect the workforce of dyeing enterprises include:

- Exposure to bleaching agents, optical brighteners, dyes with strong oxidizing agents, solvents with strong acidic and alkaline content.
- High level of noise due to the working parts of the machinery used.
- Ergonomic issues which arise due to improper working conditions and wrong postures adopted by the workers.
- The untreated/polluted water discarded from these enterprises gets mixed with the ground water and it

affects the people living in the vicinity of these enterprises.

The above mentioned hazards cause a variety of physical and psychological problems among the workers which include fatigue, anxiety, fluctuation in blood pressure, sleeping disorders, musculoskeletal disorders due to ergonomic issues etc.

In order to improve the working conditions of the workforce engaged in the dyeing enterprises, various occupational health & safety related interventions were carried out in Ludhiana under a CSR project “Say YES to Sustainable MSMEs in India”, funded by YES BANK Limited and implemented by Foundation for MSME Clusters.

The interventions carried out under this project for improving the occupational health & safety conditions in dyeing enterprises included:

- Conduction of first aid training by first aid expert, Dr. Ashish Mittal, for sensitizing the workers about the importance of installing a first aid box within the premises of the enterprise and various first aid techniques that can be used in case of an emergency.

- Conduction of safety training by safety expert, Mr. Pinaki Dasgupta, for sensitizing the workers about the various measures that can be taken up in order to reduce the risk of sustaining injuries in the workplace and for promoting ergonomically better working practices.
- Distribution of PPE (Personal Protective Equipments) kits among the workers containing safety goggles, helmets, ear plugs, gloves and face masks in order to reduce the impact of the harmful chemical & dyes to which the workers are exposed to and to reduce the risk of sustaining injuries.
- Installation of fire extinguishers within the premises of the enterprises for tackling fire hazards.
- Installation of water purifiers in the enterprises for ensuring the availability of clean drinking water for the workforce and preventing the spread of various water borne diseases.

The details of interventions conducted in one such dyeing enterprise of Ludhiana are given below.

Gulaab Dyeing, a small scale dyeing enterprise located at Focal Point, Ludhiana was one of the enterprises in which OHS measures were implemented. The owner of the enterprise, Mr. Rahul Verma, showed his inclination towards implementing measures for improving the working conditions for his employees. The OHS intervention done in this enterprise included conduction of a first aid training, safety training and installation of a first aid box within the enterprise.

Sensitizing the workers about the importance of following various safety practices within the workplace and about the importance of first aid & the effective usage of the first aid box resulted in various tangible and intangible benefits like – reduced accident rates, increase in

the morale of the workers, compliance to legal/statutory norms, increase in the overall productivity of the workforce etc.

Dua Industries

M/s Dua Industries started its operations in 1969 with the objective of supplying critical components to the engineering industry. The company specializes in C.I. casting in the fields of refrigeration industry, transmission industry, auto mobile industry etc and is an OEM for companies like Tecumseh Products India Ltd, Carrier Aircon Ltd, Electrolux India Ltd, GKN Drive Shaft (India) Ltd, Monto Motors Ltd, Automax Ltd, Sunrise Transmission Ltd. etc

The feasibility study of the melting operations by the technical expert during the project “Promoting Innovative Clusters” funded by Department of Science and Technology showed that by changing the existing melting technology called single blast cupola to divided blast cupola, around 15% coke savings can be achieved. The local fabricator was identified and trained on the suggestive design of cupola for cleaner production. The analysis of 3 pre intervention runs and 3 post intervention runs showed the coke savings of 23 tons per annum which is equivalent to Rs 4.61 lakhs per annum. This intervention was done in year 2010, since then the estimated coke savings in the unit is

115 tons of coke cumulatively and monetary saving of **Rs 23 lakhs**. This has enabled increase in **melting rate by 34%**. In order to ensure sustainability of this intervention, the workers were trained on cupola operations. Due to standardization of charge mix, the required temperature was maintained, hardness was reduced which resulted in **reduction of rejections to 5-7% which was earlier 10%**. This ensured increase in good casting by **4.5%**. Also the increase in melting rate



has led to increase in production there by reducing the number of hours of involvement of workers. The reduced working hours of workers were used in other areas of operation.

Another area which called for intervention included controlling maintenance of workplace conditions including occupational health and safety measures for workers.

Therefore, under the Project “Say Yes to Sustainable MSMEs in India”, the interventions were done to improve work place conditions. Following improvements were done in the unit.

- The unwanted materials like non-functional machines, motor parts, mould box, generator sets in bad condition etc were either used as raw material in the form of scrap or resold. Due to this the unit could recover Rs 1 lakhs due to sale of unwanted machinery and saving of Rs 20,000-25,000 by using it as raw material in the form of scrap. This has ensured availability of more space for placing material and mould preparation thus increasing the possibility of increasing the production. This also

helped in easy movement of material and workers.

- Patterns used in moulding process has been placed in two different stands-one is running stand which includes frequently used patterns and other another includes the remaining patterns provided by clients. This has helped in reducing the breakage of patterns due to rough handling and easy identification of required pattern thus saving time of

workers.

- Due to presence of dust in the operational area, the life of important machines like temperature analyser; used for measuring the temperature of mould was deteriorating. With the maintenance of workplace long life of such machines is ensured.
- The name plates of the different functional areas were missing due to which raw materials/machines were placed by the workers as per their convenience and the dedicated space



allocated was not used. With the placement of name plates the raw material are placed in the dedicated space. This also resulted in cleanliness and proper management of workplace in the unit.

- Raw materials like ramming mass, bentonite were placed near the cupola saving time of workers during cupola run.
- Marking for pathway in the machine shop area for movement of machines and workers. Along with this, different pallets for good/semi good and rejected material have been made available. Earlier different type of



castings was mixed due to which lot of time of workers was involved in segregating the good and rejected casting.

- Illumination level has been improved by installing LED bulbs in the machine shop.
- Water purifier and first aid box has been installed in the unit for providing safe drinking water and provision of first aid for the workers. Fire extinguisher has also been installed.

MM Makewell Technology Company

M. M. Makewell Technology Company was established in 2007. The company specializes in manufacturing cast iron electric motor body's parts and automobile parts including tractors and two wheelers. They also produce pressure tested casting suitable for flame



proof motors, pumps and other application.

One of the challenges faced by the unit is the management

of workplace conditions and improving energy efficiency. Therefore, the unit was selected under the Project "Say Yes to Sustainable Development of MSMEs in India" for providing handholding support in improving energy efficiency in melting technology and also improving workplace conditions benefitting the workers.

Energy Efficiency

On the basis of analysis of two pre intervention log sheets, it was observed that the melting ratio is low due to low air pressure of blower and improper size of tuyers which was restricting the flow of air due to which the required temperature was not attained. Therefore, the expert

suggested changing the blower of higher capacity which would result increase in air pressure from 11" to 16" and melting ratio from 1: 6.7 to 1: 9.

Improving workplace conditions

The unorganized system in the operational area was leading to mismanagement of the raw material. Therefore, it was decided to provide dedicated space for different raw materials, tools, patterns etc.



- Dedicated space has been created for coke. Earlier coke was mixed with other raw materials as a result there was wastage of around 1-2% of the total coke per month amounting to Rs 32,000- Rs 64,000 per annum which is saved now.
- A tool box including commonly used tools has been provided to the workers along with stacks for individual workers involved in moulding. This has ensured time saving in identifying tools daily.
- Boxes have been provided in the machining area for jigs and fixtures of

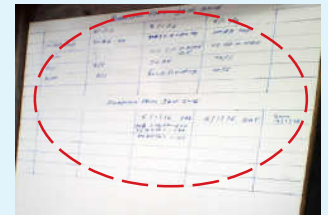


different sized. This again ensured time saving in locating jigs and fixtures.

- A dedicated space in the form of rack has been created for patterns which are along with codes based on the client. This has reduced damages of patterns which were earlier high due to rough handling and also time of workers is saved due to easy identification of patterns.
- Pallets have been provided in the machining and grinding area to segregate the finished/semi-finished and rejected material. This has helped the owner in inventory management as the inventory has been reduced by 10-15%.

The unwanted machinery, scrap was either removed from the unit or used as raw material in the unit. The increased space can be used to prepare more moulds per day thus increasing the production capacity per day.

Daily monitoring of moulding and machining is ensured by



mentioning the targets per day on a board near their respective areas of operations. This has helped in managing over/ underproduction in moulds as target is written on board and reduced the chances of overtime payment to workers as earlier workers used to make more number of moulds than the target for overtime payment. In case of machining, now the mentioned number of material is machined and dispatched.

Foundation for MSME Clusters (FMC) is a pioneering organisation specialising in promoting of MSMEs through cluster and value chain led development. Established as a trust in June 2005, FMC has experience of working directly and indirectly with over 100,000 MSMEs in around 200 clusters in over 15 other countries across the globe. FMC has its corporate office in Delhi and branch/representative offices in the states of Andhra Pradesh, Karnataka, Madhya Pradesh, Punjab, Rajasthan, Telangana, and West Bengal. The organisation can be approached at info@msmefoundation.org

Regional Round Up

Partnering for skill development amongst tribal youth in Odisha

The United Nations Development Programme (UNDP) and Kalinga Institute of Social Science (KISS) sign Memorandum of Understanding to support skill development in the state.

30 March, 2017, New Delhi:

UNDP and the Kalinga Institute of Social Sciences (KISS) signed a Memorandum of Understanding to expand skills and entrepreneurship opportunities for tribal youth in Odisha. In doing so, the aim is to reduce poverty and vulnerabilities faced by Scheduled Tribes, one of the most vulnerable and excluded population groups in the

country. The agreement between UNDP and KISS was signed in the presence of Hon'ble Union Minister of Tribal Affairs, Government of India.

Skill development for one of the world's largest populations of youth is a national priority for India. And with over 18% of the state population being youth, this demographic potential offers India and its growing economy immense opportunity.

The challenge of ensuring that young people have the skills to meet market demands, is particularly acute for marginalized tribal communities, often living in remote locations. Ensuring tribal groups have access to inclusive and sustainable livelihoods is key.

The UNDP and KISS partnership aims to align the aspirations of tribal youth and competencies by increasing access to quality, market relevant and area specific training programmes for the tribal youth.

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eVIN eMPOWERING: Skilling women vaccine managers for digital healthcare

Women health workers in India are adopting and using technology at last mile health centres to perform their daily tasks of vaccine management in a smarter way.

Women health workers are taking to technology to revolutionize vaccine management in the country. India's Universal Immunization Programme, one of the country's most pivotal public health initiatives, is driven by women. More than half the vaccine cold chain handlers responsible for managing vaccine stocks in optimal quantities and temperatures are women. Using the eVIN

app, they are able to get complete information about vaccine stocks at their storage centres, at the click of a button. "My vaccine data is in my pocket now and this information has become my power. I get notifications well in time so I place orders for vaccines accordingly, and as a result vaccine stock-outs are rare. I am so happy that through this technology I am able to save more lives," says Alka Sinha, the vaccine cold chain handler at a public health centre in Bihar, had never used a smartphone until she was introduced to eVIN.

An e-step towards efficient vaccine logistics management, eVIN, the Electronic Vaccine Intelligence Network is enabling a simpler and smarter way for health workers to perform their routine task of ensuring vaccine availability at all health centres, at all times.

http://www.in.undp.org/content/india/en/home/ourwork/health/successstories/evin-empowering-skilling-women-vaccine-managers-for-digital-hea.html?cq_ck=1488971126274

Jammu University to start short term skill development courses

Apr 16, 2017, Jammu :

Prof. R. D. Sharma, Vice Chancellor, University of Jammu launched three- months Skill Development Course in Electrical Maintenance and Repair launched by the Department of Electronics, University of Jammu.

In his address to the participants, Prof. Sharma highlighted the applications and utility of such type of skill development courses in day-to-day life and motivated the students to go for such courses apart from their regular academics to enhance the prospects of their employability.

In his welcome address, Dr. Susheel Sharma, Head of the Department of Electronics, dwelt upon the various initiatives taken by the department in the recent past and other activities planned

for the future whereas Dr. Parveen Lehana, the course coordinator, highlighted the content and structure of the programme.

Prof. Rakesh Vaid presented the formal vote of thanks while Dr. Rocky Gupta conducted the proceedings of the event. Prominent among those present were Prof. Vivek Gupta, Head of the Physics department, Prof. Arun Bharti, Dr. Neeraj Sharma, SS to Vice Chancellor, Mr. Navneet Gupta, Mr. Deepak Anand, Ms. Richa

Gupta, Ms. Roshni Gupta, Mrs. Vimmi Kholi, Mrs. Romilla Malla, besides many research students, scholars and staff of the department of the Electronics department.

Website: <http://www.skillreporter.com/jammu-university-start-short-term-skill-development-courses-launched-3-month-course-electrical-repairing/>

1 Youth 1 Skill targets 45pct of SPM school leavers

8 April, 2017, Putrajaya:

Malaysian Youth Council under its 1 Youth 1 Skill (IB1K) programme plans to reach out to some 100,000 Sijil Pelajaran Malaysia (SPM) dropouts through its programmes.

Council president Mua'mar Ghadafi Jamal Jamaluddin said that about 45 per cent of students, out of the 470,000 SPM school leavers every year, do not have the minimum qualification to pursue tertiary education.

"There are about 230,000 or 45 per cent of students who cannot pursue tertiary education because of their results.

"Out of this number, some 120,000 will be offered vocational skills programmes under TVET (Technical and Vocational Education and Training) institutions," he told reporters here today.

The remaining 100,000 students, Mua'mar Ghadafi said can be assisted through various vocational and skill-based training.

He was met at the signing of memorandum of understanding (MoU) between IB1K and 43 private skills training institutions throughout the country including Sabah and Sarawak.

Through the strategic partnership with private skills training institutes, it is hoped that more students will be given a chance to build a future for themselves, he added.

"We also hope this partnership will allow us to explore more areas in skills training to develop talent and potential among our youth," he said.

Mua'mar Ghadafi said IB1K, since its inception in 2010, have seen about 5,000 students graduating from both public and private institutions.

"We are targeting to double the number in the near future," he added.

Also present at the event was Malaysia Board of Technologies board member Feroz Hanif Mohamad Ahmad.

Website: <http://www.nst.com.my/news/2017/04/228486/1youth-1skill-targets-45pct-spm-school-leavers>

'Focus of education to shift from scholarship to vocational training in light of CPEC'

13 April, 2017, Punjab, Pakistan:

Punjab Chief Minister Shehbaz Sharif speaking at the ground-breaking ceremony of Air University's Multan campus announced hefty financial assistance for Air University's Multan campus and hinted at the possibility of the construction of a Metro bus route near the varsity in the future.

"The China-Pakistan Economic Corridor (CPEC) has forced us to revisit our education policies. We have previously

produced great scholars, eminent educationists, and researchers but now we need engineers, technicians, motor mechanics, and so on," he said, adding that information technology was the "name of the game" these days.

"Sixty-five percent of our population comprises youth ranging from 15-30 years old and it will be a challenge for us to convert them into the skilled manpower that we need, but if we can do so, it will be a win-win situation," Shehbaz Sharif said.

"We should empower the youth with high quality and job oriented education," he added.

Speaking about the government's educational projects, the chief minister said that the Punjab Education Endowment Fund (PEEF) was perhaps a matchless fund in all of South Asia.

The assets of the PEEF total Rs 20 billion, he said, adding that the educational expenditures of countless needy and diligent boys and girls were being paid through the fund.

He said that the PEEF had disbursed scholarships worth Rs 11 billion from 2008

to date, adding that the first IT university of South Punjab was nearing completion in Rahim Yar Khan.

The chief minister stated that over 100,000 laptops would be disbursed among the higher achievers of schools, colleges, and varsities during the current year, adding that over 300,000 laptops had already been distributed.

HEC chairman, Dr. Mukhtar also addressed the ceremony and stressed the need for producing upstanding citizens besides providing quality education through educational institutions.

Website: <https://www.pakistantoday.com.pk/2017/04/13/focus-of-education-to-shift-from-scholarship-to-vocational-training-in-light-of-cpec/>



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India, Malaysia tie up for skilling, entrepreneurship development

April 3 2017, Ahmedabad:

The Entrepreneurship Development Institute of India (EDII), on Monday, said it has tied up with Human Resource Development Fund under Ministry of HRD, Malaysia, for skill development, and assist the South-East Asian country in its target of ensuring 35 per cent skilled Malaysian workforce by 2020.

EDII and Pembangunan Sumber Manusia Berhad (PSMB), an arm of Human Resource Development Fund under Ministry of Human Resources, Malaysia, have signed a Memorandum of Understanding, in the presence of Prime Minister and Dato Sri Mohammad Najib Bin Tun Abdul Razak, Prime Minister of Malaysia, in this regard, according to a press release here.

PSMB has a mandate by the Government of Malaysia to implement strategic initiatives to empower the quality and employability of the Malaysian human capital to support the Malaysia aspiration of a 35 per cent skilled Malaysian workforce by the year 2020 while creating job opportunities to the locals.

Through the collaboration, EDII will share its expertise with PSMB in the field of education, training, research and institution building comprehensive and high quality training under PSMB's programmes for up-skilling and re-skilling Malaysian women, low household income community and youth.

PSMB and EDII will work together in the areas of skill development, re-skilling, entrepreneurship development, capacity building, training and methodology, content development, consulting and research. The first activity after signing the MoU would be to train close to 100 youth in entrepreneurship through classroom training, simulation exercises and field exposure.

EDII would assist the Malaysian Government to equip, develop and assist unemployed graduates and school leavers with high-end skills and competencies required by industries and which will enhance their future employability. It is open to all Malaysian graduates who have successfully acquired their diplomas, degrees or equivalent education. The school dropouts are also targeted.

Website: <http://www.skillreporter.com/india-malaysia-signed-mou-ensure-skill-enrichment-entrepreneurship-development/>

Forthcoming Events

Smart Grid Technologies and Implications for Inclusive Development (TA 7831 Final Workshop)



The workshop will help build knowledge and capacity of participants to integrate gender and social inclusion in smart grid technologies and systems.

Date: 19 - 20 April, 2017

Venue: Bhopal, Madhya Pradesh, India

For more information:

<https://www.adb.org/news/events/smart-grid-technologies-and-implications-inclusive-dev-workshop>

Regional Conference on E-Learning Modules for Improving ADB Project Financial Statements and Project Cost Estimates

Date: 26 - 27 April, 2017

Venue: ADB Headquarters, Manila, Philippines

For more information:

<https://www.adb.org/news/events/regional-conference-e-learning-improving-project-financial-statements-cost-estimates>



IMF Seminar on Innovation, Technology, and Jobs

Date: April 19, 2017

Day & Time: Wednesday, 11:00 AM - 12:00 PM

Venue: IMF Headquarters 1 Atrium

For more information:

http://www.imf.org/external/POS_Meetings/SeminarDetails.aspx?SeminarId=214

Driving Digital Financial Inclusion in Africa

This session analyzes the promises and challenges of advancing digital financial inclusion in sub-Saharan Africa. Our speaker will focus on his entrepreneurial experiences in the financial services industry, and subsequent discussion will explore how both the public and private sectors can leverage technological innovation in this field—in Africa and beyond.

Date: April 19, 2017

Day & Time: Wednesday, 4:30 pm - 5:15 pm

Venue: IMF HQ1 Gallery

Moderator: Eric Chinje, Chief Executive Officer, African Media Initiative

For more information:

http://www.imf.org/external/POS_Meetings/SeminarDetails.aspx?SeminarId=216

The Canadian Association for University Continuing Education (CAUCE) conference 2017 will be hosted by Simon Fraser University's Continuing Studies.



Date: 24 - 26 May, 2017

Venue: Vancouver, Canada

Theme: Currents of change of change: learners, communities, programs and educators Responsive and Innovative Practices

For more information:

<http://cauce-conference.ca/2017/>

Asia Media Summit (AMS) 2017



Media on the Frontline of Global Development

AIBD in collaboration with its partners and international organisations is organising the Asia Media Summit (AMS). The conference provides a unique opportunity for broadcasters in the region to share their thoughts on Broadcasting and Information.

Date: 6 - 8 June 2017

Venue: Shangri-La Hotel, Qingdao, China

Deadline for registration: 1 May 2017.

For more information:

<http://www.aibd.org.my/node/5756>