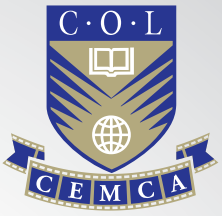


Strategic Plan

2015–2021

Commonwealth Educational Media Centre for Asia
New Delhi

www.cemca.org.in

CEMCA is an International Organization established by Commonwealth of Learning, Canada, to promote meaningful, relevant and appropriate use of media to serve the educational and training needs of Commonwealth member states of Asia.

Contents

Message from the President iii

Foreword from the Director iv

Learning for Sustainable Development: Our Common Future 1

- Learning for Sustainable Development 1
- Evolution of COL 1
- Evolution of CEMCA 2
- Achieving Impact 3

The Programme 4

- Post-2015 Sustainable Development Goals 4
- External Evaluations 5
- Programme Framework 5
- CEMCA's Strategic Goals 5
- Programme Sectors 6
- Education 6
  - *Higher Education* *7*
- Skills 8
  - *Technical and Vocational Skills Development (TVSD)* *8*
  - *Community Media* *13*
- Cross-Cutting Theme 13
  - *Gender* *13*
- Knowledge Management and Awards 15
- Core Strategies 15
  - *Partnerships* *16*
  - *Capacity* *16*
  - *Materials* *16*
  - *Models* *17*
  - *Policies* *17*
- Vision and Mission 17

Results-Based Management 18

- Monitoring & Evaluation 18

Delivering Value for Money 18

Human Resource Management 19

Stakeholder Engagement 20

- COL Focal Points in Commonwealth Asia 20
- CEMCA Advisory Council 22
- Country Reports 23
- Communications 23

CEMCA Logic Model 2015-2021(Centre Spread) 10

Pre-Conference Workshop at PCF8 in Kuala Lumpur, Malaysia on
Community Radio – Transition from Listener to Learner (TL2L)

Message from the President

In alignment with COL's Strategic Plan, CEMCA is moving to a cycle of six years instead of three years, thus confirming its commitment to delivering outcomes and impact rather than outputs alone. Development outcomes take time, and a three-year window is insufficient to measure long-term results. CEMCA's Strategic Plan, 2015–2021, takes into account the unfinished agenda of the Millennium Development Goals, the priorities of Member States of Commonwealth Asia and the priorities identified for Sustainable Development Goals.

While the new plan provides continuity, a subtle but significant change is evident. CEMCA has made a transition from "Learning for Development" to "Learning for Sustainable Development" to align itself to the post-2015 Sustainable Development Goals. Goals, to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." CEMCA will use its expertise in ODL and ICT to promote lifelong learning, that leads to sustainable development. Learning must lead to economic development, social inclusion and environmental conservation. Education and skills development are the two priority sectors for CEMCA, with gender as a cross-cutting theme that underpins all its work.

During the next six years, CEMCA will address the following:

- CEMCA will use its expertise to promote the use of ODL and technology-based approaches to promote the achievement of Sustainable Development Goals. ODL has been used primarily to expand access to formal education. However, more development partners need to be aware of how the use of ODL can support learning in the non-formal and informal sectors. CEMCA will expand this awareness through evidence-based advocacy.
- CEMCA and its partners will develop innovative models of sustainable development and help Member States replicate, scale up and institutionalize these models. CEMCA will be a thought leader and provide technical assistance to influence policy and practice in Member States.
- CEMCA will remain at the forefront of technology developments to advise Member States on how technologies can be adapted to local contexts. Given the uneven development of technology in Commonwealth Asia, CEMCA will develop appropriate options to address the varying needs of its diverse stakeholders.

Learning can empower citizens to take greater responsibility for their own well-being and that of their societies and the environment. Through this Plan, CEMCA will join national and regional efforts to transform the idea of sustainable development into a concrete and actionable reality.

Professor Asha Kanwar
President and Chief Executive Officer
Commonwealth of Learning

Foreword from the Director

The CEMCA strategic plan for the next 6 years, 2015-21 has been developed in tune with that of its parent organisation, Commonwealth of Learning (COL), keeping in view the challenges and requirements of commonwealth countries of Asia.

One of the greatest challenges facing Commonwealth Asia is equity to quality education at school, college and university level. Valuable human resource is wasted as a sizeable number of youth and children don't find place in quality educational institutions due to a plethora of reasons. One, due to non-availability and uneven distribution of quality institutions and teachers in semi urban and rural areas and secondly due to non- affordability of access to education owing to economic reasons. Even those who get degrees, from reasonably good educational institutions, find it hard to get any respectable job as their degrees, bereft of skills, are not enough to convince the prospective employers. The employers today are looking for set of special skills in prospective employees besides the degrees. The irony is on one side there is a huge demand for skilled and trained human resource across the globe and on the other hand the educational system throws up thousands of unemployable degree holders.

The CEMCA strategic plan therefore envisages catering to the educational needs of people across the commonwealth Asia. We, at CEMCA under guidance of COL, intend to reach youth with quality educational material and training, using all forms of educational, Informational and Communication technologies, involving the best academicians and technocrats. In collaboration with strategic partners, from academia, communication media and industry, and also with the help of governments of Commonwealth countries of Asia, we intend to promote development and delivery of educational content and training programmes scalable through various communication platforms. The idea is to encourage education institutions and teachers to develop OER for teaching, training and learning. This will extend the reach of quality teachers and also allow students access quality educational material irrespective of their geographical location.

As stressed in COL's strategic plan we have identified various intervention/facilitation programmes, in Education and Skill development, aimed at measurable outcomes for sustainable development. The programmes are designed to ensure inclusive and equitable access to quality education for lifelong learning and upscaling of skills. Marginalised communities, including girls and women, irrespective of their geographical and economical position, shall benefit equally from the programmes and proposals planned by CEMCA for the next six years. CEMCA also envisages to promote development and growth of community media for sustainable development.

This strategic plan is based on 'theory of change'. The performance indicators, as per the 'result based management', are clearly flagged. This will assure the successful implementation of the strategic plan for promising results. We seek guidance, collaboration and cooperation of all the stake holders for encouraging and strengthening, with appropriate use of talent, technology, media and resources, the process of lifelong learning for uniform sustainable development in Commonwealth Asia.

Shahid Rasool

Learning for Sustainable Development: Our Common Future

Learning for Sustainable Development

Learning as a process goes beyond formal education and can take place in non-formal and informal settings as it is a lifelong process. With the help of technologies, learning has become ubiquitous in the current scenario. But if the post-2015 development goals are to be achieved, learning must lead to sustainable development. The Brundtland Commission defined sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". This definition is as relevant today as it was nearly 30 years ago. The development achieved must be sustainable and demonstrate that all factors — social, economic and environmental — have been considered.

CEMCA recognises the important role that proper education and appropriate skills play towards achieving sustainable development in the present situation.

Evolution of COL

It is a very different world from when COL was first established. When Commonwealth Heads of Government met in Vancouver in 1987, they decided to create an organisation that would use distance learning and information and communication technologies (ICTs) to promote education and training in Member States and strengthen Commonwealth co-operation.

In 1987, COL started out with the mandate to strengthen higher education using open and distance learning (ODL). With the adoption of the Millennium Development Goals (MDGs) and the Education for All (EFA) goals in 2000, COL aligned its work to the global development agenda. In the last 27 years, there has been a clear progression from higher education, teacher training and secondary education in the formal education sector to non-formal learning related to skills development, agriculture and health. In short, COL paid attention to the learning and development needs of its stakeholders and embraced a lifelong learning perspective.

The theme of COL's previous two strategic plans was "Learning for Development," which focused on how education and learning add value to the development process. That approach encouraged COL to think beyond outputs to outcomes. COL has grown and developed from being an organisation with an output orientation to one that is outcomes based.

The post-2015 education agenda reflects the organisation's further evolution. COL is committed to promoting equitable access to quality lifelong learning for all— believing, in effect, that access to learning opportunities will lead to progress in achieving the Sustainable Development Goals.

COL's new motto will therefore be **"Learning for Sustainable Development,"** which is also the theme of its Strategic Plan.

Evolution of CEMCA

In response to the need expressed by member countries of the Commonwealth from the Asian region for a more effective utilization of educational media resources for distance education, Commonwealth of Learning (COL) convened a meeting of experts in educational media at Asian Media Information and Communication Centre (AMIC), Singapore in May 1993 to deliberate on the issue. The experts recommended establishment of a Commonwealth Educational Media Centre for Asia (CEMCA), under the auspices of COL for the purpose.

Endorsing the recommendation, COL convened a meeting of a Task Force with the objective of defining the basic requirements and modus operandi of CEMCA. A project proposal was developed at the meeting of the Task Force, held at Asia Pacific Institute for Broadcasting Development (AIBD), Kuala Lumpur from November 10-12, 1993.

The Commonwealth of Learning (COL) established Commonwealth Educational Media Centre for Asia (CEMCA) in the year 1994, as their regional office and media centre. The strategic objective of CEMCA was to facilitate an effective exchange of information on educational media resources between educational and media organisations in the region.

The Government of India notified CEMCA as a diplomatic mission under section 3 of the United Nations (privileges and immunities) Act, 1947 (46 of 1947) vide the Gazette of India, Extraordinary, Part II, Section 3, Sub- section (ii) dated 10 February 2000. CEMCA works in eight Commonwealth countries in Asia.

In the past 22 years of its existence CEMCA has promoted use and creation of Open Educational Resources (OER) and Community Learning programmes, Capacity building of society through Community Radios, Gender equality, Education for all, Teacher Education, usage of OER in Education, etc.

CEMCA promotes the meaningful, relevant and appropriate use of media and technology to serve the education and training needs of the Commonwealth Member States of Asia. Over the years, CEMCA has widened its scope to embrace emerging educational technologies to cover formal, non-formal and informal learning at all levels.

CEMCA fully aligns itself with the COL programme while retaining its regional focus. It works to devise appropriate learning solutions that maintain a balance between the aspirations of its diverse stakeholders and available resources. Promoting appropriate and low-cost technology options underpin all of CEMCA's strategies.

CEMCA works with partners, including Open and Distance Education Institutions, Media Organisations and Skill Development Centres to:

- Promote the development, adoption and use of OER, through policy support and capacity-building, using use of appropriate media technology.
- Integrate ICT in teacher education programmes.
- Support the development of OER-based courses for skills development.
- Empower marginalised communities, including women, through the use of community media.
- Undertake research in emerging media technologies, including mobile devices.
- Collaborate to develop communities of practice in OER and ODL for the sustainability and scalability of projects, across Commonwealth Asia, using a multiple media approach.

Achieving Impact

As CEMCA embarks on its new Strategic Plan, the organisation will continue to build on its comparative advantages as a leader in ODL and open educational resources (OER), its proficiency in community media, and its wide network of partners. It will align its work to national priorities of member countries and balance extensive coverage with in-depth interventions. This implies putting a greater focus on fewer key activities for the longer term, so that outcomes and impact are achieved.

Providing access to learning alone will not be enough anymore. CEMCA will now focus on superior learning that helps achieve positive outcomes. This denotes that emphasis will be put on learning which would lead to secure livelihoods and economic opportunities, greater harmony among all members of society as global citizens, and protection of the environment.

These are the impacts that the current Strategic Plan seeks to accomplish, with the ultimate goal of securing our common future.

The Programme

This Six-Year Plan sets the strategic direction and provides the overall framework for guiding CEMCA's programme from 2015 to 2021.

Post-2015 Sustainable Development Goals

The post-2015 Sustainable Development Goals include poverty eradication, lifelong learning for all, gender equality, food security, jobs and livelihoods, and environmental sustainability.

The principle of sustainable and inclusive development is grounded in the belief that education is a fundamental human right that "contributes to economic growth, improved health, women's empowerment, gender equality and strengthened social cohesion as well as [mitigating] inequality and the reduction of poverty" (UNESCO, 2013).

CEMCA is dedicated to expanding access to quality education and training so that learners have the values, knowledge and skills to contribute to sustainable development.

External Evaluations

During 2012–2015, COL undertook two evaluations: one, to assess its impact over the nine years 2006–2015; and two, to assess the outcomes over the three years 2012–2015.

The Impact Evaluation found that COL has had a major impact on individuals, institutions and society. The Outcome Evaluation report states that COL has achieved and exceeded most of the performance targets.

CEMCA would also be undertaking mid-term external evaluations in the year 2018. These evaluations will help CEMCA understand its effectiveness in adhering to the logic model of 2015-2021, and implement any mid-course corrections that come up as a result of said evaluations.

Programme Framework

CEMCA's mandate is to help Governments, Organisations, Civil Societies, Private Sectors, Educational Institutions and Development Agencies, deliver quality lifelong learning opportunities using suitable educational media for Commonwealth citizens of Asia, principally marginalised groups and youth, thereby leading to sustainable livelihood.

CEMCA will continue to promote OER, ODL using appropriate ICT, media technology, besides Community Media to increase scalability and accessibility to promote formal and informal learning that leads to development which is sustainable.

CEMCA's Strategic Goals

The programme will be guided by the following goals and priorities.

- Human resource development for education and skills in the Commonwealth Asia
- Harnessing of ODL/OER and technology to encourage equitable access to learning for sustainable development
- Act as a leading Educational Media Centre for promotion of Education and Skills, in Commonwealth Asia, with appropriate use of media technology.

CEMCA's priorities:

- Development and promotion of open educational resources (OER)
- Promoting Technical Vocational Skill Development leading to sustainable livelihoods
- Suitable use of media to reach the unreached for giving access to quality education and/or skill training

- Repurposing available OERs with additional media inputs and distributing the same across commonwealth Asia.
- Creating awareness and building capacity of Educational Institutions to create and use MOOCs.
- Education and training for women and girls

CEMCA believes that OER can magnify access to quality learning materials and reduce the costs by using and reusing available resources. Through collaborative content development and sharing across countries and cultures, OER can foster and encourage Commonwealth cooperation.

CEMCA also identifies that advancing the goals of both women's empowerment and gender equality are central to "Learning for Sustainable Development," and that ODL can be especially helpful in enabling women and girls to access educational opportunities while they also fulfil their other responsibilities.

As a media centre for Commonwealth Asia, CEMCA envisages to promote multimedia approach in packaging and dissemination of knowledge resources in the form of OER, with appropriate use of cost effective Information Communication Technologies.

Programme Sectors

CEMCA works in two sectors: **Education and Skills,** with Gender as a cross-cutting theme. In order to sharpen its focus and build on existing strengths, CEMCA has narrowed the number of initiatives and cross-cutting themes for the period 2015-2021.

The Education sector focuses on developing formal education through Higher Education. The priority is to help Open and Distance Education Institutions to create and use OERs, through a well-defined OER policy supporting the creative commons.

The Skills sector supports institutions and organisations through both formal and non-formal learning. It has two initiatives:

- Technical and Vocational Skills Development (TVSD)
- Community Media

Gender as a cross-cutting theme underpins and complements all three initiatives.

Education

CEMCA believes that an empowered citizen builds an empowered nation and the road to empowerment leads through the acquisition of knowledge. Reflecting the priorities of the stakeholders, this sector's focus is on Higher Education.

Higher Education

Many developing countries seek to increase participation in higher education but lack the resources to do so. The average participation rate is under 10% in Sub-Saharan Africa, under 15% in South Asia and about 25% in the Caribbean (OECD, 2012). Both ODL and technology-enhanced learning can provide a cost-effective means of increasing access to quality higher education.

COL-CEMCA has been working with Commonwealth governments and institutions to develop national and institutional ODL and OER policy, improve the quality of systems and enhance staff capacity to develop and deliver quality programmes. COL-CEMCA will continue to promote good practices and support Member States as they seek to strengthen the credibility of ODL as a viable means of developing human resources for economic and social development.

Equitable access to quality higher education in a country is widely recognized as essential for economic growth, research and innovation. Recognizing this, Asian countries are not only engaged in developing appropriate policies, but also investing in improving access to ICTs. CEMCA as a leader in the use of ICTs in higher education has been experimenting with use of audio, video, multimedia and online technologies to increase access to quality learning materials.

As technologies continue to grow and innovative educational delivery modes, such as MOOCs and blended approach are developed, several global trends are emerging. CEMCA will provide technical advice to stakeholders as they work to respond to these changes by reforming their curricula, diversifying provision and enlarging their networks.

CEMCA's activities in higher education include, but not limited to:

- Quality assurance of multi-media learning materials
- Promoting Open Source technologies for teaching and learning
- Capacity building for use of OER, and instructional design
- Develop OER materials and scale up the adoption and adaptation of OER.
- Development of courses in multiple media for use in distance education
- Strengthening Open Universities and dual-mode distance education institutes to use ODL
- Improve institutional capacity to use ODL and ICTs effectively using Community of Practice (CoP) model, so that more teachers and teacher educators can be trained in academic and vocational streams.
- Support the development and implementation of institutional OER policies and systems.
- Facilitate institutional networking and collaboration in the development, adoption and use of ODL, MOOCs and OER.
- Support the professional development of policy-makers and practitioners.
- Support the development of OER-based courses for better competencies and learning opportunities.
- Undertake research in emerging technologies, OER, including mobile devices.

From year 2015-2021, CEMCA will play a pivotal role in having more institutions and organisations implement ODL and OER systems and practices or significantly improve them, enhancing quality learning opportunities particularly for marginalized communities.

In this period CEMCA will support atleast 15 higher education institutions from a minimum of three countries from commonwealth Asia to adopt/develop OER/ODL policies and practices for improving instructional delivery and increase access to quality learning. In this process CEMCA will ensure that the capacity of 600 teachers and functionaries is developed to deliver quality teaching learning materials by integrating educational media into existing OER. CEMCA will ensure that atleast 30,000 learners from 3 countries use 30 innovative and need based courses related to national needs (available as OER) for better competencies and learning opportunities. Of these 30,000 learners about 10,000 girls and youth from marginalized communities will enroll and complete the tertiary education through Community based Learner Support System and improve their employability index or move into entrepreneurship.

Skills

Technical and Vocational Skills Development (TVSD)

Of all the issues related to youth, the lack of employment stands out due to its grave ripple effect. It makes youth unproductive, dampens aspirations and poses great risk on critical national economic

and social development goals. While employment has conventionally been seen as a consequence of higher education, this has served little purpose in a broken formal education system where the majority of the youth does not conclude formal education. In such a scenario – "Skilling" is seen as the only tool which has the ability to transform the demographic disaster to demographic dividend. It is absolutely imperative that we have a system in place that **systematically skills a person and produces appropriately skilled youth in sync with their cultural context, aspirations and the demand of the market.**

Median age of Bangladesh is 24 years, India 27, Sri Lanka 32, Pakistan 23, Malaysia 28, Brunei 29 and Singapore 34 years[1]. This indicates that citizens of Commonwealth Asian countries are young, tech savvy and have the potential to become productive and add to the economic growth of the region. The age indicates that in very near future an average person from these countries can be called a "Digital Native" meaning he will use digital media with ease and without inhibitions. However major challenge in this region lies in "inclusion" of the marginalized. Poverty, complex social structure and political unrest are some of the many issues causing the challenge.

The core challenges that the TVSD programme seeks to address are inadequate quality in, and low access to, technical and vocational education and training (TVET), especially for women. In developing countries, 341 million young people are not in education, employment or training (World Bank, 2012). This has put great pressure on providers of TVET to expand their enrolments.

[1] http://www.indexmundi.com/factbook/fields/median-age 2014

CEMCA Logic Model, 2015-2

Vision: To be the foremost agency in Commonwealth Asia that promotes media enabled learning for sustainable development

Mission: To assist governments, institutions expand the scale, efficiency and quality of l media in open, distance and technology-en

EDUCATION

SKILLS

	Initiative Outcomes	Performance Indicato
Higher Education	More institutions and organisations implement or significantly improve ODL systems and practices and enhance quality learning opportunities particularly for marginalised communities.	• 15 higher education institution OER/ODL policies and practices and increase access to quality l • 600 teachers and functionaries develop and deliver quality tea educational media including ex • 30,000 learners from 3 countrie courses related to national nee competencies and learning opp • Out of 30,000 above learners, 1 marginalised communities enro through Community-based Lea their employability and entrepr
Gender Cross-Cutting	More institutions have the capacity to mainstream gender in the planning, development and monitoring and evaluation of quality learning programmes.	• 15 curricula/teaching and learn analysis are in use by partner in • 8 partner institutions improve t mainstreaming. • Increase the number of women above 50% mark.
Technical and Vocational Skills Development	More semi-government (PPP) organisations, vocational training providers, corporates, industries and development agencies engage in making skilling aspirational, building capacity of skill providers and providing quality OER for vocational skills through suitable media for supporting youth and marginalised community to find sustainable livelihoods.	• 80,000 youth from marginalised four Commonwealth countries model and networking enhanc in 12 industry sectors including • Out of 80,000 above, 20,000 yo productivity and entrepreneurs • 15 institutions improve their ca responsive ODL/FaB model and
Community Media	More Governments, Civil Society Organisations and Institutions increase their reach using CEMCA's mentorship and facilitation in media interventions for enabling the Commonwealth Asian people to learn and practice methods in achieving sustainable development.	• Build capacity of 1000 individua development agencies or partn Learning Programmes for marg on women. • 60 community media organisat CEMCA's intervention • 25,000 citizens convert from list learners. • Out of 25,000 above,10,000 citi productivity, entrepreneurship empowerment.

Commonwe
7/8 Sarv Priy

021

s and organisations to
earning by using multiple
nhanced learning

Core Strategies: To develop partnerships, capacity, materials, models and policies for sustainable development through learning

rs and Targets - Project Wise

s in three countries adopt/develop
for improving instructional delivery
earning.

in four countries have capacity to
ching-learning materials integrating
isting OER.

s use 30 innovative and need-based
ds (available as OER) for better
portunities.

0,000 girls and youth from
oll and complete the tertiary education
rner Support System and improve
reneurship.

ing materials based on gender
stitutions.

he systems and practices in gender

teachers and learners and try to get it

d groups (50% of them women) in
through counselling, ODL/FaB
e their technical and vocational skills
environment and energy.

uth improve their employability,
ship.

pacity to leverage gender
increase access to learning.

als from 60 CR stations and different
ers for producing Community
inalised groups having special focus

ions become sustainable embracing

tenership and/or viewership to being

zens improve their employability,
and enhance their health and

Corporate Outcomes and Indicators

More governments, organisations, civil societies, private sectors' educational institutions and development agencies will deliver quality lifelong learning opportunities using suitable educational media for Commonwealth Citizens of Asia, particularly marginalised groups and youth leading to sustainable livelihood

Indicators:

- 90 institutions and organisations have significantly improved capacity to leverage ODL to increase access to learning.
- 136,600 people access quality learning opportunities.
- 30,000 people have significantly more productive lives led in a sustainable manner.

Goal

Sustainable development through learning

ealth Educational Media Centre for Asia
ya Vihar, New Delhi-110016, India, Tel: +91-11-26537146, 26537148, Fax: +91-11-26537147, Web: www.cemca.org.in

Formal TVET systems rarely provided skills training using technology to support the informal sector, although this may be where most women and young people earn a living. Teachers require new technologies and teaching approaches for sustainable development.

CEMCA will strive to increase access to good quality training content aimed at Skill Development of the marginalized communities. Meanwhile CEMCA will help in building the capacity of vocational trainers such that the quality of learning improves. The TVSD initiative must translate into sustainable livelihoods for the youth of Commonwealth Asia. The programme will have a stronger focus on development of models to meet the needs of sustainable livelihoods. Disadvantaged communities, youth and women will be the focus. Capacity in partner organisations will be strengthened to create new courses that enable learners to gain or strengthen skills for sustainable livelihoods including advocacy of entrepreneurship.

CEMCA will partner with organisations and stakeholders to:

- Make career in TVSD, aspirational for the youth through increasing awareness amongst them and counselling them.
- Skill or Upskill youth such that they either find sustainable livelihoods or improve their quality of life.
- Improve quality of vocational education by relevant multi-media content creation or capacity building of vocational trainers
- Mainstream vocational education through integration with higher education or through recognition of prior learning
- Catch them young, in schools and colleges, to develop their personality using **ABLE - CEMCA** model.

In the current six-year period from 2015 – 2021, CEMCA intends to partner with semi-government (PPP) organizations, vocational training providers, corporates, industries and development agencies and engage in making skilling aspirational, building capacity of skill providers and providing quality OER for vocational skills through suitable media for supporting youth and marginalized community to find sustainable livelihoods.

CEMCA has set itself the ambitious target of reaching out to 80,000 youth from marginalized groups in four Commonwealth countries through skill and career counselling, ODL/FaB model and networking to enhance their technical and vocational skills in one of 12 industry sectors including environment and energy. Out of 80,000 above, atleast 20,000 youth will improve their employability, productivity and entrepreneurship capabilities. To achieve all of this, CEMCA will partner with atleast 15 institutions and help them improve their capacity to leverage gender responsive ODL/FaB model and increase access to learning for the marginalized.

Community Media

CEMCA has been very closely associated with all aspects of development of Community Radio - Policy, Advocacy, Establishment of community radio stations and Capacity building for community engagement, station management as well as local content creation. CEMCA has developed a Community Learning Programme (CLP) model which is unique in its approach in bringing about Social Change using Community Media.

CEMCA intends to empower marginalized communities by building their capacity in producing Community Learning Programmes having special focus on women. CEMCA will also help community media organisations become sustainable while scientifically converting passive listenership and/or viewership to active learning. Through Community Media, CEMCA intends to improve employability, productivity, entrepreneurship, health and empower communities to contribute to the sustainable development.

CEMCA will partner with governments, Civil Society organizations and institutions to increase their reach by effective usage of media interventions for enabling the Commonwealth Asian people to learn, and practice methods in achieving sustainable development.

From 2015 to 2021, CEMCA targets to build capacity of 1000 individuals from 60 CR stations and different development agencies or partners for producing Community Learning Programmes for marginalized groups having special focus on women. CEMCA will provide guidance and mentorship to 60 community media organisations helping them become sustainable. Through Community Media interventions, CEMCA will make efforts to convert 25,000 citizens from passive listenership and/or viewership to being active learners. Out of these 25,000, at least 10,000 citizens will improve their employability, productivity, entrepreneurship and enhance their health and empowerment.

Cross-Cutting Theme

Gender

> *"We recognise that gender equality and women's empowerment are essential components of human development and basic human rights. The advancement of women's rights and the education of girls are critical preconditions for effective and sustainable development."*
>
> Commonwealth Heads of Government (2013)

Gender incongruences in the ability of girls/women and boys/men to participate in and benefit from quality learning opportunities are a key challenge. In the Commonwealth, significant inequality exists between women and men in four critical areas: economic participation; educational attainment; political empowerment; and health and survival (World Economic Forum, 2014). Compared with boys/men, girls/women generally have a limited voice in decision-making and less control and access to resources. This greatly hinders the ability of women and girls to realise their human potential.

Gender equality will continue to be a cross-cutting corporate goal for CEMCA. Gender mainstreaming can be a significant and effective strategy for addressing gender inequality. Gender mainstreaming ensures that the opinions, interests and needs of both women and men shape policies, plans and programmes. CEMCA is well placed to help its partners mainstream gender perspectives in ODL and TVSD. However, gender equality in learning requires that both girls/women and boys/men experience the same level of quality and equitable outcomes. This emphasises the need for CEMCA to focus on ODL practice, delivery and outcomes as well as on technical and vocational skill development for both genders.

For gender mainstreaming CEMCA will:

- Harness the potential of ODL and TVSD to expand access and improve learning outcomes for girls/women and boys/men.
- Support partners to integrate a gender equality perspective in their work.
- Provide technical assistance and support in the design and development of gender-responsive curricula and teaching/learning materials.
- Generate research and policy briefs to inform strategic directions in gender mainstreaming in ODL and TVSD.
- Develop a gender mainstreaming model for further replication.
- Promote creation and distribution of educational content in multimedia form, scalable through various media platforms to provide easy access to knowledge resources to marginalised girls and women across commonwealth Asia.

In the period 2015 to 2021, CEMCA will help build the capacity of institutions to mainstream gender in the planning, development and Monitoring & Evaluation (M&E) of quality learning programmes.

CEMCA has set a target to have its partners use at least 15 curricula/teaching and learning materials based on gender inclusivity. Of these 15 at least 8 partner institutions will improve their systems and practices in gender mainstreaming. With a mission to encourage women participation, as resource persons and experts while implementing any of its developmental intervention, CEMCA will strive to increase the number of women teachers and learners and take it above 50% mark.

Knowledge Management and Awards

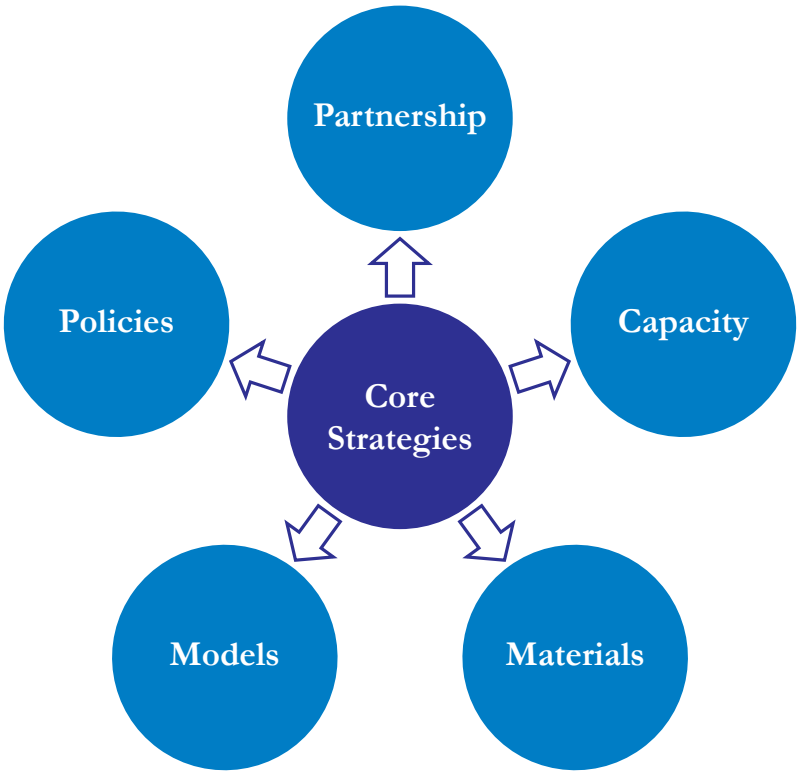
CEMCA will manage the knowledge accumulated over the year of operations, in the form of Research Reports, Workshops Reports and Publications. CEMCA also encourages experts in the field of Education Technology, Skill Development and other areas of interest to publish blogs for CEMCA and write EdTech notes. CEMCA will continue to publish quarterly CEMCA Newsletter and continuously update CEMCA website with News, Upcoming Events, etc.

CEMCA will encourage participation of female students in Open Distance Learning by awarding the best female student of Open Distance Learning institutions in India and South Asian countries who pursued the academic programme in Information and communication technologies, or Electronic Media and Mass Communications. Besides the meritorious students of X and XII class students of National Institute of Open Schooling are offered scholarship not exceeding the course fee annually.

Core Strategies

CEMCA will employ the following five core strategies to achieve its outcomes and impact:

Partnerships, Capacity, Materials, Models and Policies.



Partnerships

CEMCA leverages its modest resources through partnerships that are fundamental to everything that it does.

CEMCA has two main types of partnerships:

Strategic partnerships enable CEMCA to broaden its reach and engage at global, regional and national levels. Such partnerships include multilateral organisations (e.g., UNESCO, COMSEC), national governments, autonomous Institutions, foundations and private sector.

Implementation partnerships support CEMCA's work on the ground, include government agencies, civil society organisations, and public and private institutions.

CEMCA will:

- Strengthen existing partnerships and networks and build new partnerships.
- Build Communities of Practice (CoP) and purpose by using technologies.
- Leverage public and private partnerships and international and regional co-operation to accelerate progress for sustainable development.

Capacity

Capacity development pervades all CEMCA activities and focuses primarily on human resource development.

CEMCA will continue to:

- Build the capacity of its partners to develop gender-responsive learning resources, deliver courses and programmes, and manage policies and systems.
- Develop capacity in the use of appropriate ICTs and media technologies.
- Promote the transition from capacity-building to the enhancement of capability that leads to sustainable development.

Materials

CEMCA supports the development of learning and teaching materials, through multiple media in multimedia format, that include course materials, policy materials, toolkits, research publications and guidelines.

CEMCA will:

- Publish all its materials as OER.
- Promote the development and use of OER by others.
- Build capacity in developing gender-responsive open materials.

Models

CEMCA defines a model as a coherent set of structures and processes that is seen to work in more than one context to achieve specific results.

CEMCA will:

- Develop and test new models that are replicable and scalable through all the media including TV, Radio, Computers, tabs, smartphones and Pods.
- Scale up toolkits, for development and quality assurance, of available models.
- Use a range of approaches and technologies to develop innovative models to promote learning for sustainable development.
- Develop and Promote use of local cable/DTH TV channels for narrowcasting of educational and skill based programmes involving local communities.
- Develop a workable model for integration of ICT in teaching learning process at school, college and the university level

Policies

CEMCA supports the development of policy for countries, organisations and institutions that focus on ODL, OER and Community Media for conventional education and non-conventional skill development leading to sustainable development.

CEMCA will:

- Support policy advocacy for ODL, OER and ICT in education and skill development.
- Support regional and national development of policies and strategies.
- Promote capacity development to enable stakeholders to implement policies.
- Encourage and help governments across commonwealth Asia to develop educational policies integrating the latest online teaching learning techniques and processes in open and flexible model.

Vision and Mission

With a clear Vision and a well-focused mission statements CEMCA has developed appropriate strategies, across all the initiatives, to achieve the sustainable development through learning. The Initiatives have been clearly defined, performance indicators and targets properly identified to achieve corporate outcomes during the six years' time frame. These are presented in the **CEMCA Logic Model 2015-2021.**

Results-Based Management

CEMCA has adopted a results-based management (RBM) approach to promote efficiency, effectiveness, accountability and transparency. Essential to CEMCA's RBM approach is "theory of change" and Monitoring and Evaluation (M&E) framework.

CEMCA applies a theory of change to capture the key development challenges that its programme strives to address. The Logic Model (see pages) summarises the organisation's initiatives, the outcomes and impact it expects to achieve, and the performance indicators by which those outcomes and impact will be measured.

The progress of the programme initiatives and the cross-cutting theme will be monitored through specific logic frameworks that will capture the outputs and how those contribute to achieving the intermediate and long-term outcomes. These logic frameworks are dynamic that will be reviewed and may be redefined each year.

Monitoring & Evaluation

CEMCA works with its partners to implement a strong Monitoring & Evaluation (M&E) plan. The learnings from the evaluation are used for mid-term course correction and improvement. CEMCA strives hard to learn from the past and improve its interventions every time. CEMCA works with those partners who are ready to invest time and energy in Monitoring & Evaluation. The M&E plan forms an integral part of every Project Plan and is discussed and designed in collaboration with the partner right at the beginning of the project. The results of the M & E are reported to different stakeholder groups in ways that are meaningful to them and made available to the public on the CEMCA website.

Delivering Value for Money

CEMCA uses COL's framework for Value for Money, which considers Economy, Efficiency and Effectiveness.

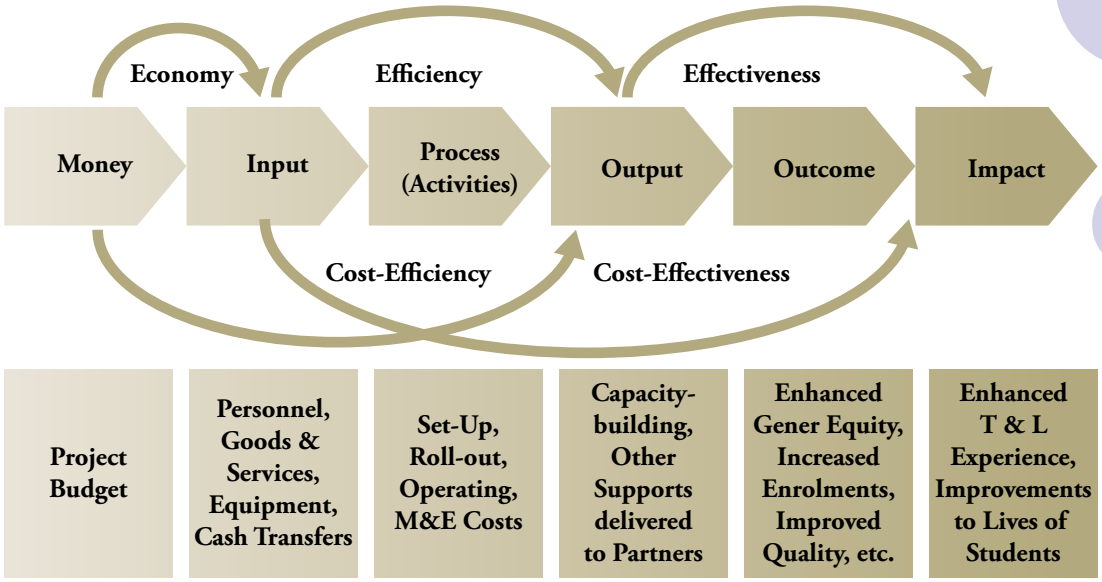
Economy: While considering any new project, CEMCA emphasizes on evaluating if CEMCA and its partners acquire inputs such as staff, consultants, raw materials and capital, etc. of the appropriate quality at the right price.

Efficiency: CEMCA exercises strong control over quality and quantity of outputs and lays emphasis on evaluating how well we and/or our partners convert inputs into outputs.

Effectiveness: CEMCA always lays due importance on translation of Outputs to Outcomes. CEMCA constantly evaluates how well the outputs from an intervention achieve the desired outcome of inclusive and equitable quality education / training, promoting lifelong learning opportunities for all leading to sustainable development.

Cost-effectiveness: CEMCA evaluates the cost-effectiveness of every intervention by gauging the impact on sustainable development achieved vis-à-vis the inputs that our agents or we invest in it.

Figure 1 provides an example of how this framework applies to development programming and monitoring and evaluation.



Source: Adapted from: Hodges, et al. (2011), Figure 1, P.5

Human Resource Management

CEMCA promotes a very lean staff structure augmented through a thick network of consultants and resource persons who are engaged for specific assignments. The team is chosen keeping in view merit and dedication towards development sector. The team is chosen to encourage gender equality and members of all religion, region, caste, and creed are given equal opportunities.

The current team at CEMCA consists of the following members –

- Director – Dr. Shahid Rasool
- Head Admin & Finance – Mr. R. Thyagarajan
- Programme Officer (Education) – Dr. Manas Ranjan Panigrahi
- Programme Officer (Skills) – Ms. Sanjogita Mishra

- Programme Assistant – Ms. Monica Sharma
- Administrative Assistant – Mr. Sunny Joseph
- Dispatch Assistant – Mr. Sanjeev Kumar

Stakeholder Engagement

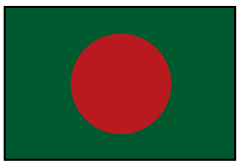
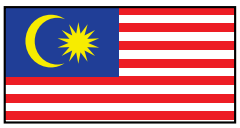
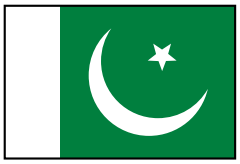
Effective stakeholder engagement enables CEMCA to leverage its resources and to enhance its impact. There are two networks of Stakeholders for CEMCA, namely, an Advisory Council and a network of country Focal Points.

CEMCA works through a pool of resource persons and experts across the globe. Also the partner institutions that include departments within the government, non-governmental organizations, civil societies, developmental organizations and even private organizations operating for profit, act as brand ambassadors of CEMCA in various contexts. CEMCA gives them focus and importance by including their logos on website, focussing on their work in newsletters, sharing case studies from them, and so on. Similarly, they also promote CEMCA's work and mission through their network.

COL Focal Points in Commonwealth Asia

Each Minister of Education in the Commonwealth Asian countries nominates a senior official as COL Focal Point. The role of the Focal Point is to interact with COL, co-ordinate with other ministries, disseminate COL-related information to interested stakeholders, and keep the Ministers and other senior officials briefed about COLs work. CEMCA also works in close coordination with the COL Focal Points in Commonwealth Asian countries.

CEMCA will continue to engage with the Focal Points, encouraging them to act as in-country advocates. During the six years envisages regional meetings of Focal Points of Commonwealth Asian countries, to develop common and country specific programmes. This will also enable CEMCA to get first-hand information of country priorities that contribute to the development of CEMCA's fresh plans and programmes for each country. The Focal Points can also serve as a vital link in developing and maintaining connections with right people in their countries to facilitate conduct of various educational and skill development programmes. The meeting will also serve to develop capacity, models and materials for the uniform growth of Commonwealth Asia. The current COL Focal Points in Commonwealth Asia are:

	**Bangladesh** Ms. Shahnaz Samad, Deputy Secretary Section-19, Ministry of Education Bangladesh Secretariat, Dhaka, Bangladesh
	Brunei Darussalam Mr Adinin, MD SALLEH, Acting Executive Secretary Secretariat of Brunei Darussalam National Accreditation Council Ministry of Education, Old Airport Road Berakas BB3510, Brunei Darussalam
	India Shri S.P. Goyal, Joint Secretary (TEL) Department of Higher Education Ministry of Human Resource Development Shastri Bhawan, New Delhi 110 115, India
	**Malaysia** Y.Bhg. Dato' Professor, Dr Asma binti Ismail, Director General Department of Higher Education Ministry of Education Malaysia, Aras 18, No 2, Menara 2, Jalan P5/6, Presint 5, 62200 Putrajaya, Malaysia
	**Pakistan** Prof. Dr. Arshad Ali, Executive Director Higher Education Commission Sector H-9, East Service Road Islamabad, Pakistan
	Singapore Ms Cindy Eu, Assistant Director International Relations, Planning Division Planning & International Cooperation Ministry of Education, 1 North Buona Vista Drive, Singapore 138675
	Sri Lanka Mr. S.U. Wijerathne, Additional Secretary Planning & Performance Review Ministry of Education, "Isurupaya" Sri Jayawardhanapura Kotte, Battaramlla, Sri Lanka

CEMCA Advisory Council

CEMCA has a network of Advisors across the Commonwealth Asian countries, made up of eminent professionals, constituting what is called CEMCA Advisory Council. The members on the council provide guidance and expertise for use of educational media, OER and ODL for sustainable development. CEMCA shall seek continuous support and guidance of the council members, collectively and individually, for harnessing educational media opportunities in entire commonwealth Asia.

Prof. Asha Kanwar President and CEO, Commonwealth of Learning (COL)	Chairperson
Dr. K. Balasubramanian Vice President, Commonwealth of Learning (COL)	Member
Mr. S. P Goyal Joint Secretary, Technology Enabled learning, Department of Higher Education, Ministry of Human Resource Development, Government of India, New Delhi, India	Member
Y. Bhg. Dato', Professor **Dr. Asma Binti Ismail,** Director General Department of Higher Education Ministry of Education, Malaysia	Member
Mr. S.U. Wijerathne Additional Secretary, Planning and Performance Review Ministry of Education, Sri Lanka	Member
Ms. Shahnaz Samad Deputy Secretary, Sector – 19, Ministry of Education Bangladesh Secretariat Dhaka, Bangladesh	Member
Prof. Madhu Parhar STRIDE, Indira Gandhi National Open University, Maidan Garhi, New Delhi - 110068, India	Member
Prof. Dr. Shahid Siddiqui Vice Chancellor, Allama Iqbal Open University, Islamabad, Pakistan	Member
Prof. Nageshwar Rao Vice Chancellor, Uttrakhand Open University Haldwani (Nainital) - 263139, Uttrakhand	Member
Prof. Ashok Ogra Director APJ Institute of Mass Communication Dwarka, Sector – 8 New Delhi	Member
Dr. Shahid Rasool Director, CEMCA, New Delhi	Member
Mr. R.Thyagarajan Head, Administration & Finance, CEMCA, New Delhi.	Secretary

Country Reports

CEMCA will develop, consolidated reports for each of the country it operates in. These will be published at the end of every three years. Further discussions will be initiated with Focal points of the country and important stakeholders will be consulted for matters of priority and interest for the respective country. These triennium country reports will be presented to respective Ministers of Education and/or Skills at their triennial meetings and will form the basis for continued support and additional funding for new programmes. The meeting with the ministries will also help understand fresh requirements of the countries and develop country specific programmes meeting their immediate and long term challenges for the sustainable development goals.

Communications

CEMCA engages in two kinds of Communications – Internal and External. Internal communication between CEMCA and COL is done through a Virtual Private Network. Internally event reports and trip reports are circulated to keep all officials informed and posted about the ongoing projects. CEMCA communicates with its stakeholders through publications, calendar of events and news published on website. CEMCA also has its blog and is on facebook, soundcloud, youtube, twitter and so on. It engages actively in social networking for wide publicity of its programmes and policies. CEMCA also publishes a quarterly NEWSLETTER which is sent to all its stakeholders.

CEMCA will communicate clear and targeted messages to reach its diverse stakeholders in the current scenario, and strengthen branding and scale up communications. CEMCA will also streamline its overall branding design and messaging and increase its digital communications via social media in the period 2015-2021. Through judicious use of conventional, electronic and social media, CEMCA envisages to strengthen and expand its reach to the users irrespective of their geographical, physical, economic location across all the genders in Commonwealth Asia.

ମହିଳା ସ୍ୱାସ୍ଥ୍ୟ ଓ ପରିପୁଷ୍ଟି ଅଭିଯାନ
ଲକ୍ଷ ମହିଳାଙ୍କୁ ସଚେତନ କରିବ ରେଡିଓ
ଅମର ଉଜାଲା
नव राष्ट्र
ऑरेंज सिटी
ओपन् एजुकेसन् रिसोर्स
ସମ୍ପର୍କିତ କର୍ମଶାଳା
'No dearth of funds for training teachers'
Union HRD Minister Pallam Raju denies reports of proposed budgetary cuts
M.M. Pallam Raju
UPRTOU to develop world-class study ma
ବିସ୍ତାରିତ ସମ୍ବାଦ
କମିଉନିଟି ରେଡିଓ କର୍ମୀଦେର ମକ୍ଷତା ଉନ୍ନୟନ ପ୍ରଶିକ୍ଷଣ ସମାପ୍ତ
Utility of community radio station underlined
Capacity building programme on community learning begins
ମହିଳା ସ୍ୱାସ୍ଥ୍ୟ ଓ ପରିପୁଷ୍ଟି ଅଭିଯାନ
୨୦ଲକ୍ଷ ମହିଳାଙ୍କୁ ସଚେତନ କରିବ ରେଡ଼ି

VISION

To be the foremost agency in Commonwealth Asia that promotes media-enabled learning for sustainable development.

MISSION

To assist governments, institutions and organisations to expand the scale, efficiency and quality of learning by using multiple media in open, distance and technology-enhanced learning.

CORE STRATEGIES

To develop partnerships, capacity, materials, models and policies for sustainable development through learning.

Team CEMCA

Designed and printed by Mensa Design Pvt. Ltd., design.mensa@gmail.com

Commonwealth Educational Media Centre for Asia
7/8 Sarv Priya Vihar, New Delhi-110016, India
Tel: +91-11-26537146, 26537148
Fax: +91-11-26537147
Web: www.cemca.org.in