



## COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA, NEW DELHI

### Minutes of the 19th Meeting of the CEMCA Advisory Council held on Wednesday, December 18, 2019 at New Delhi, India.

The following were present:

Prof. Asha Kanwar President and CEO, Commonwealth of Learning, Canada	Chairperson
Dr. Venkataraman Balaji Vice President, Commonwealth of Learning,	Member
Dr. B.K. Bhadri, Deputy Education Advisor, MHRD, Govt. of India (Represented Mr. Madan Mohan, Principal CCA, MHRD, Government of India, New Delhi).	Representing MHRD-India
Prof. (Dr.) M. A. Mannan Vice Chancellor, Bangladesh Open University, Bangladesh	Member
Dr. (Mrs.) Madura M Wehella Additional Secretary, Ministry of Education, Sri Lanka	Member
Prof. Nageshwar Rao Vice Chancellor, Indira Gandhi National Open University, New Delhi, India	Member
Prof. Ashok Ogra Adviser, APJ Group of Institutions, New Delhi	Member
Prof. Madhu Parhar Director, CEMCA, New Delhi	Member

Mr. Dalip Kumar Tetri  
Adviser, Administration & Finance,  
CEMCA.

Secretary

Regrets:

YBhg. Datin Paduka Ir. Dr. Siti Hamisah Binti Tapsir, Director General, Ministry of Education, Malaysia and Mr. Syed Ali Reja, Joint Secretary, Ministry of Education, Bangladesh, Members of the Council, could not attend the meeting.

### **Item No. 1: Chairperson's Introductory Remarks**

The Chairperson welcomed the members to the meeting. She extended a warm welcome to Dr. Venkataraman Balaji, Vice President, COL and Prof. Madhu Parhar, Director, CEMCA, who were attending the meeting for the first time after assuming charge of their respective positions.

She placed on record her gratitude and thanks to Dr. K. Balasubramanian, former Vice President, COL and Dr. Madhu Ranjan Kumar, Joint Secretary, MHRD, Govt. of India, the outgoing members, for their valuable contributions to the Council.

The Chairperson apprised members of the successful holding of PCF9 in Edinburgh, Scotland from September 09-12, 2019 where more than 500 policy makers, practitioners and thought leaders from 70 countries across the Commonwealth and beyond participated. The Hon'ble President of the Republic of the Seychelles, Education Ministers from the United Kingdom as well as from the Commonwealth countries in sub Saharan Africa, the Caribbean and the Pacific were present. Globally important issues in education and lifelong learning such as Artificial Intelligence, Skill Development and the need for innovations were discussed. Five countries of the Commonwealth expressed interest to host the next PCF. Athabasca University, Canada will make a proposal to host the event. The Chairperson mentioned that 25,000 girl students from India, Pakistan, Bangladesh and Tanzania will enhance their skills through COL enabling improvement in their livelihoods. COL has engaged Prof. Sugata Mitra to commission an innovative training of 200 youth in ICT in India, to try out a model for competency development which can be scaled up and replicated. An innovative project called the Commonwealth Digital Education Leadership Training in Action (C-DELTA) that provides access to digital education skills has started showing results. The Chair emphasized the significant cost savings that ODL is known to result in many countries of the Commonwealth. Climate Change poses a major challenge globally. ODL sector can provide a solution as it established that the carbon footprint of an ODL student in Botswana is one third as compared to a campus-based face-to face learner.

Following the Chair's remarks, the agenda items were taken up.

### **Item No. 2: Confirmation of the Minutes of the 18<sup>th</sup> Meeting of the Advisory Council held on December 12, 2018.**

The Advisory Council was briefed about the comments received from Mr. Syed Ali Reja, Member from Bangladesh, which have been incorporated. The modified minutes were approved by the Council.

**Item No. 3: Action taken on the decisions in the 18<sup>th</sup> Meeting.**

Prof. Madhu Parhar, Director, CEMCA briefed the Action taken on the decisions in the 18<sup>th</sup> meeting as under:

**3.1 To continue and scale up current activities bringing in new institutions for replication.**

CEMCA initiated replication of the activities in the new institutions such as Tamil Nadu Open University (TNOU), Yashwantrao Chavan Maharashtra Open University (YCMOU) and Dr. Babasaheb Ambedkar Open University (BAOU), India. It is proposed to extend these further in the region.

3.1.1 To develop a brief three-page note with action plan for linking skills with higher education and circulate among members of think tank and stakeholders. Place the revised draft on the website and seek comments. Consolidate the information and submit the final draft to the Governments and Institutions.

The members were informed that a brief note was circulated amongst think tank members in April 2019 and draft updated on their feedback. The detailed report was published in the form of a booklet, which was circulated among the stakeholders in India. It will be shared with the Govt. as the proposal is primarily concerned with Indian conditions.

Electronic version of the Book is available at:

[http://cemca.org.in/ckfinder/userfiles/files/Linking\\_Skill\\_Programmes\\_with\\_Accademic\\_Programmes\\_in\\_Higher\\_Education\\_By\\_Santosh\\_Panda.pdf](http://cemca.org.in/ckfinder/userfiles/files/Linking_Skill_Programmes_with_Accademic_Programmes_in_Higher_Education_By_Santosh_Panda.pdf)

Prof. Nageshwar Rao observed that some more steps and follow up action are needed in the area. IGNOU has conducted three workshops on linking higher education with skills and its help could be sought. In response, Prof. Parhar informed the members that the activity will be followed up to achieve the outcomes. The Chairperson recommended initiation of concrete steps towards the objectives.

**Action Item 1: CEMCA to follow up with IGNOU on the process of linking skills development with higher education and prepare a report for stakeholders.**

**3.2 To seek opinion from all the ODL Universities and the Directorates of Distance Education for HEINSER and move forward in a systematic manner. Also try to seek help of the MHRD-India.**

Prof. Parhar explained that the opinions on HEINSER were sought from ODL Universities and Directorates of Distance Education but only a few Vice Chancellors responded. The matter will be taken up to the logical end on priority in the current year. The Chairperson desired the action to be speeded up and completed within the timeframe.

3.2.1 To identify 2/3 Dark Areas as a pilot and try to make interventions for timely results.

CEMCA identified 2/3 dark areas and received two needs assessment study proposals from Bihar and Uttarakhand states for ICT and Educational Interventions for the Marginalised Communities. The required strategies will be initiated after review of the proposals. The results will be reported in due course.

3.2.2 To explore the possibility of holding Community Radio Video Challenge (CRVC) festival outside Delhi and in Bangladesh in collaboration with the BOU.

The members were informed that two CRVC festivals are planned during the current year, one in Delhi in collaboration with UNESCO, New Delhi and another in partnership with Bangladesh Open University. Prof. Mannan informed that November-December period, generally being rain free, will be the best time to hold the event.

Prof. Parhar, in response to Prof. Ogra, informed that another CRVC festival was being organised in Delhi from February 07-March 02, 2020.

3.2.3 To speed up the utilization of grants to achieve maximum utilisation, targets and outcomes.

The members were informed that CEMCA for the first time achieved 101% budget utilization during 2018-19 with significant targets and outcomes.

The members appreciated the utilisation and desired that budget utilisation should always be result-oriented.

3.2.4 To explore the possibilities of working with the Governments of Sri Lanka, Bangladesh and India for Disaster Management in Coastal Areas, seeking the support of the Focal Points.

Prof. Parhar informed that activity to develop audio content on Disaster Management in Coastal Areas in India has been initiated. The first phase is being piloted in India and will be scaled up later in Bangladesh and Sri Lanka. The baseline studies will be completed by the end of February 2020. The Chairperson briefed that Dominican Republic was devastated by a cyclone and short audio and video clips on disaster preparedness and water safety had been developed by COL for public awareness.

Prof. Mannan added that Bangladesh had developed excellent content on disaster management which can be explored by a visit to the Ministry of Disaster Management, Bangladesh. The subject of Disaster Management and Disaster Preparedness is being taught in schools in Bangladesh.

Dr. Madura Wehella emphasised the importance of long-term measures consisting of preservation of natural resources and afforestation to contain and to help prevention of disasters.

Prof. Parhar assured appropriate follow up as natural disasters have become world-wide phenomena assuming perilous proportions.

***Action Item 2: CEMCA to follow up with BOU for learning materials from the Ministry of Disaster Management, Bangladesh, for use in content development.***

**3.3 To Compile and Analyse Data of the people, who learnt and benefitted from the MUSFAE program under three categories; Awareness Created, Youth Skilled and Youth Employed.**

Prof. Parhar explained the constraints being faced in getting the data for the exercise. After deliberations, it was decided to close the item.

3.3.1 To conduct more evaluation/impact studies for all the CEMCA initiatives.

Prof. Parhar apprised that the Project level Evaluation, Impact Studies and Evaluation of CEMCA Initiatives had been undertaken to assess the achievements and the scope for improvements. The lessons learnt would be considered for future endeavours.

3.3.2 To share information about COL/CEMCA courses with ODL Institutions in Commonwealth Countries.

Prof. Parhar informed that the COL/CEMCA's courses are available (as OER) on COL/CEMCA websites. CEMCA wrote to all ODL institutions in India and the region to adopt, adapt and offer the courses free of cost.

Concluding the discussions, the members stressed the need of timely follow up and reporting in the next meeting of the Council.

**Item No.4 and 5: CEMCA Annual Report 2018-19 and CEMCA Activity Plan 2019-20.**

With the permission of the Advisory Council, item No. 4 and 5 were taken up together. The Director, CEMCA made a detailed presentation based on the Annual Report for the year 2018-19 and Activity Plans for 2019-20. She briefly explained the history of CEMCA and the range of activities conducted during the past one year, the ongoing programmes, the achievements during June-December 2019 period and the fresh initiatives under consideration for the future, which will have a long-term impact for the improvement of institutional capacities.

The salient features of her presentation were as under:

***Activities conducted during 2018-19***

- I. During the year 2018-19, CEMCA organised 21 Capacity Building Programmes under Education and 09 under Skill Development. It organised two important meetings of the Vice Chancellors, a two-day Vice Chancellors' Round Table to which all the Vice Chancellors of Open Distance Universities from the Commonwealth Asia and some Vice Chancellors from African Universities participated "to develop guidelines for a Model Open Distance University for the 21<sup>st</sup> Century" and another Round Table of Indian Vice Chancellors on "ODL for our times: Unleashing its Infinite Potential".
- II. Conducted a job mela to facilitate networking among institutions in industry and banking for learners.

- III. Organised outreach programmes to enhance the enrolment of marginalised learners and provided access to learning opportunities.
- IV. Built the capacity of educational leaders, technical staff and academic staff through hands-on training in areas such as online facilitation, e-content development, instructional design, MOOC development etc.
- V. Designed and developed the project on “Impacting Education and Open Schooling through OER—Making a Difference among the Learners” with Bangladesh Open University (BOU).
- VI. Designed, developed and offered a MOOC on Life Skills for Engineers to enhance employability.
- VII. Designed and developed a continuous professional development - MOOC on OER and Open Educational Practice for teachers, educational leaders and learners with the Open University of Sri Lanka.
- VIII. Created courses, e-contents/self-learning materials in different formats, i.e. text, audio visual, etc
- IX. Guidelines, Framework and Policies were developed:
  - Framework and Guidelines for Quality e-Content Development.
  - Quality Assurance Toolkit for Open and Distance Learning Institutions.
  - Linking Skill Programmes with Academic Programmes in Higher Education.
- X. Developed a flexible and blended model for counselling and training in three areas: Pedagogy, livelihoods, life skills and generic employability skills.
- XI. Enhanced Employability among Women and Youth in partnership with Tata Institute of Social Sciences-School of Education and Vocation (TISS-SEV).
- XII. Established Incubation Centres for Beauty and Wellness in partnership with Focal Skills Pvt. Ltd.
- XIII. Integrated Community Radio with Skills to ensure TL2L (Transformation of Listener to Learner).
- XIV. Developed Capacities of Youth on Documentary Film Making.
- XV. Organised the 7th edition of Community Radio Video Challenge (CRVC)
- XVI. Published four issues of CEMCA *Newsletters*, besides other reports. All CEMCA publications are accessible online through its website and social media channels.
- XVII. Encouraged participation of women in Graduation/PG programmes in Media & ICT through ODL. CEMCA continued the initiative and awarded students for the best performance in Media, ICT-related academic programmes.
- XVIII. Externally-Funded projects

- Continued work for the second year on the project titled “Promote Bamboo MSME Clusters for Sustainable Development” partially funded by the European Union under its SWITCH Asia Programme.
  - Continued with the Capacity Building of Vocational Trainers in the state of Odisha through collaboration with Odisha Rural Development Marketing Society (ORMAS).
- XIX. Achieved the highest ever utilisation of 101 % of the budget allocation on programme activities.

***Achievements during June-December 2019.***

- I. Organized a one-day meeting on ‘Mentoring Open Universities for Assessment and Accreditation’ for the Vice Chancellors of Indian Open Universities.
- II. Similarly, organized a one-day meeting for Directors of Directorates of Distance Education (DDE) from Dual Mode Universities on “Feedback and Mentoring for Assessment and Accreditation” attended by eighteen Directors from various dual mode institutions.
- III. Supported a project titled “Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education & Training” for academic counsellors of Netaji Subhas Open University (NSOU), Kolkata.
- IV. Organised a three-day Capacity Building Workshop on Adoption and Implementation of Institutional Open Educational Resources (OER) Policy for University teachers and academicians of Tamil Nadu Open University (TNOU).
- V. Supported Jharkhand Skill Development Mission Society (JSDMS), Jharkhand, India to build the capacity of the vocational trainers working in different centres.
- VI. Developed a documentary on “Step by Step process for setting up of Community Radio Stations (CRS) in India”, which was released by the Secretary, Ministry of Information and Broadcasting, Govt. of India.
- VII. Participated in the third edition of a five- day Career Conclave organized by the Directorate of Education, Govt. of NCT, Delhi and helped students understand the different types of Vocational/Skill based job opportunities.
- VIII. Organized two workshops, one in New Delhi and another in Chennai, on Community Radio as a Tool for Community Development.
- IX. Organized a two-day workshop at Dr. Babasaheb Ambedkar Open University, Ahmedabad to develop Institutional Policy on OER.

- X. Under the “Promote Bamboo MSME Clusters for Sustainable Development” project CEMCA supported the development of 13 video modules on Enterprise Development and Financial Literacy and another 13 Technical Video Modules on Bamboo.
- XI. The CEMCA-ORMAS intervention was piloted in the State of Chhattisgarh with support from the State Planning Commission. 118 Vocational Trainers were trained and assessed for International Trainer’s & Assessor’s Certification.
- XII. CEMCA supported the capacity building of vocational trainers in Odisha through its existing collaboration with Odisha Rural Development Marketing Society (ORMAS) and 118 vocational trainers of Odisha have been trained between July to November 2019,

### ***Activities during January-June 2020***

The activities planned for the rest of the current financial year will be completed as per schedule. Prof. Parhar informed that requests for Course Development for Textile Weavers, Construction Workers and Programmes on Skills have been received from Tamil Nadu Open University (TNOU). Request for Course Development for transgenders, sex workers have been received from Dr. Babasaheb Ambedkar Open University (BAOU), Ahmedabad. Enterprise Training for 200 Tribal women is scheduled to start in January 2020. Baseline study for “Disaster Preparedness” has been undertaken with the help of Community Radio Stations, which is scheduled for completion by February 2020. A Training in Soft Skills for 1,350 new recruits of Tamil Nadu Police is proposed to be organised. A Handbook of Best Practices in Community Radio incorporating, inter-alia, the best practices in Nepal and Bhutan, where the medium is well developed, is proposed to be completed. Training of 200 students in ICT, in resource-limited locations in India, will take place in March 2020. The experiment, after successful implementation, is proposed to be extended to other institutions by COL.

### ***Future Plans***

To identify the Dark Areas of Commonwealth Asia, understand their requirements and attempt customised solutions through online courses and multimedia.

Prof. Nageshwar Rao appreciated that in a short span CEMCA has done a wonderful job. He suggested that CEMCA connect with as many institutions in the region as possible in order to extend reach. It should focus on one framework at a time and execute successfully, which can do wonders for outreach. He also shared the difficulties being faced in following the standards laid down in the Assessment and Accreditation Manual for the ODL system in India stating that moving forward had become a serious issue.

Prof. Ogra while appreciating the performance observed that CEMCA activities should be guided by its mandate with the object of creating and increasing visibility. While undertaking activities, the capacity of limited manpower should also be kept in view. CEMCA must have a clear focus.

Dr. Bhadri endorsing the views of Prof. Ogra stated that a few things should be taken in hand at a time as CEMCA has very limited manpower. The actions should be supported with tangible results.

Dr. Madura Wehella appreciated that CEMCA is doing much work and was fascinated by the presentation on its activities.



The Chairperson expressed satisfaction and appreciation over the contents and quality of Annual Report and Achievement Report. The remarks were endorsed by the members complementing the tremendous job done by the small team of CEMCA.

The Chairperson while appreciating 101% utilization of the budget allocation exhorted CEMCA to improve further and increase the outcomes.

**Action Item 3:** *CEMCA should prepare an activity plan for 2020-21 focusing on fewer activities with scope for greater outcomes and while including strategies for scale up of such activities.*

#### **Item No.6 Any Other Business (AOB): Trends and Priorities.**

The Chairperson sought members views, priorities and the new developments taking place in the region where CEMCA can support and add value.

Dr. Bhadri emphasised the need for frequent exchanges with the stakeholders and ODL Universities in the region to expand reach and cooperation. CEMCA should scale up operations and develop a repository of all Asian Open Universities to become a knowledge resource in the region. CEMCA website should have the information on courses and materials available in Asian ODL institutions, which are recognised in Asia and world-wide. The database of institutional enrolment, teachers, experts, consultants, retired as well as working professionals, should be maintained to serve as a power bank of information. The CEMCA programmes should be unique and conducted on a mass scale rather than restricted to a few institutions. Analytic studies of research being done in eminent Universities such as IGNOU, BOU, OUSL etc. should be attempted. CEMCA should emerge as a model ODL entity in the region that will be sought after.

Dr. Bhadri added that COL/CEMCA have vast experience and potential to achieve concrete results and synergy. CEMCA is already receiving mails, commending its contribution in certain areas and efforts should be extended to other areas. CEMCA should seek the requirements of other countries in the region and consider entering MOUs with the Governments and interested institutions for specific activities. It should maintain a charter of the activities to be performed during the year.

Prof. Nageshwar Rao expressed the need for better visibility of CEMCA. It should increase interaction with ODL institutions and maintain statistics related to examinations, pedagogy, evaluation etc. IGNOU has already started online courses and has been permitted by the UGC to start three courses.

The Chairperson appreciated the important suggestions made by the members and desired CEMCA to maintain up-to-date knowledge resources of ODL institutions in the region. She observed that there are 31 ODL Universities in the Commonwealth and database for Asia listing the courses available, student enrolment, staff and expertise etc. should be maintained on Website, which will enhance CEMCA visibility. COL has a survey instrument which can be used to collect data.

Dr. Madura Wehella also endorsed the idea adding that database will be very helpful and supportive for other institutions. She added that collaboration with other regional organisations should be made to train teachers to enhance and upgrade their knowledge.

**Action Item 4:** *CEMCA should design and develop an online database of ODL institutions in the region covering multiple parameters including courses, learning materials, enrollment as well as management information; data already compiled in COL up to 2017 should be used as the basis to develop the database.*

**Action Item 5:** *CEMCA should develop a detailed Communications Plan to improve its visibility as well as to make information on its activities more easily and frequently available to the stakeholders. As a first step, CEMCA should publish a calendar of activities in April 2020 to cover the period from July 2020- June 2021.*

The Chairperson emphasized the importance of OER as a cost-effective strategy in ODL and that UNESCO had recommended policy-based adoption of OER on a global scale. COL has developed OER repositories with India, United Kingdom and Nigeria being the biggest contributors. CEMCA Website should have information drawn from Asian countries in the region.

Prof. Mannan informed that Bangladesh Open University is already implementing OER and that an OER policy has been framed in Bangladesh with COL support and is awaiting the approval of the Hon'ble Prime Minister. He fully endorsed the need for maintaining such a database.

Prof. Mannan expressed the need of training of course writers in new technologies, particularly from the Higher Education Sector, in Bangladesh.

Dr. Bhadri expressed a view that quality improvement of online courses is the established need in all ODL institutions of the region and Microsoft, Google etc. may be invited for integration of technologies and services of experts.

Dr. Madura Wehella observed that the database of all Open Universities in Asia should not have replication of courses.

Prof. Parhar informed that CEMCA has proposed a programmes on “Childcare Assistance” to Open University of Sri Lanka (OUSL) seeking participation.

The Chairperson expressed that the pressing need of the time is the creation of a network of distance education providers, encourage Innovation, Artificial Intelligence and Blockchain technology. Each country in the region needs a different approach to suit the local circumstances and cultural environments, which must be appreciated while developing and implementing programmes. She added that lot can be achieved by working together for the benefit of Asia.

Prof. Ogra mentioned the need to identify and fund critical and dark areas. He added that managing repositories and continuous updating is itself a tremendous job.

The Chairperson endorsed the comments and desired that operations within the ambit of mandate should be explored and executed. If Directorates of Distance Education seek help for development, COL has much better resources. The activities should always be linked to targets and reflect the status of targets achieved and the stakeholders.

Prof. Nageshwar Rao mentioned that conducting online examinations is a difficult task. TCS, Infosys charge INR 1,000 per paper for conduct of online examination while the examination fees per learner for the entire programme in IGNOU is only Rs.3,000. The face to face counselling, where the attendance is less than 5%, has become redundant resulting into wastage of about INR 1,000 million

per annum in India. It is a good idea to involve teachers in ICT based learning, but the skills required for efficient performance are yet to be fully acquired in many academic institutions. Adequate funding and ICT support continue to pose a stumbling block for cost effective solutions for the benefit of learners.

Dr. Balaji apprised that the entire Web is captured by a new group called Common Crawl and can be used to locate OER more precisely. Technologies such as the Blockchain technology have potential to support key services in ODL institutions.

The Chairperson observed that lot of valuable inputs have been made and that the Support Services continue to be the weakest link in ODL. UKOU has done away with the physical counselling and closed Regional Centers. Appropriate technologies with a different approach must be integrated for the counselling to be effective and cost efficient. In Malaysia, a course in the OUM on IT uses a chatbot. Integration of online courses and counselling is attainable as India has expertise in Artificial Intelligence. ODL learners can be engaged through Mobile and Call Centers. If the challenge of increased enrolment in large numbers is to be tackled, dependable learner teacher interaction must be available, which can only be done by harnessing the technology.

Prof. Nageshwar Rao informed that IGNOU has already trained 38 faculty members for online delivery.

Dr. Madura Wehella opined that CEMCA could operate as a Focal Point for networking of activities within Asia such as exchanging programmes, assessing requirements etc. In OUSL, there is a large teacher participation and the University is offering programmes up to master's degree level. She informed that UNESCO South Asia Center for Teacher Development in Sri Lanka has not been able to function. If CEMCA/COL could help, it will boost efforts for teachers training in South Asia, which could be expanded to a global network. She expressed that CEMCA could undertake skill training programmes in specific areas and develop model programmes, which can be adopted by other countries.

The Chairperson expressed her profound thanks for the support extended to COL/CEMCA by Dr. Madura Wehella.

Prof. Mannan mentioned that the capacity building programmes by CEMCA have been very useful to Bangladesh. He expressed the need and sought support for the programmes such as rural development, management of man made disasters to deal with disasters and expressed willingness to fund such projects. He also sought involvement of Bangladesh in OER and Instructional Design programmes as BOU has lot of expertise in these areas.

The Chairperson while appreciating the gesture emphasised that CEMCA should focus on innovation which is key to visibility and intervention in the region.

Prof. Ogra appreciated the support provided by CEMCA to TNOU and BAOU and suggested that gap assessment studies for Maldives could be attempted at appropriate time and the modules already available used.

The Chairperson added that CEMCA should remain focussed and explore unique initiatives not being undertaken by others. Technology integration, assessment and delivery of courses are some of the areas needing attention. CEMCA has a mandate for the seven countries of Asia. linkages should be established with the institutions and best practices should be listed for the increased use. There is

need to think out of the box overriding the business as usual approach. CEMCA should work as a thought leader in the region and provide access to OER for relevant and valuable programmes. It could undertake a study on the carbon footprint of ODL which would be a valuable advocacy tool.

She informed that Focal Point meeting for Asia is scheduled in Delhi on May 25-26, 2020 followed by an OER meeting on May 27-28, 2020. The latter will be organised jointly with UNESCO.

Concluding the deliberations, the Chairperson thanked each member of the Council for their participation and rich contribution to the meeting.

The meeting ended with a vote of thanks to the Chair and the members.