

CommunicationsDesk

NeedDriven

Page 1

February looks like a month packed with capacity building for both the people at the community level and the Project Implementation Units, PIUs. With a few loose ends that need tying up, the project is hovering at an average but steady speed. The key events this month include the workshop for the contractors conducted by LEA Associates in collaboration with PWD and the other by British Council.

The 17 Feb workshop for the PWD contractors was one of a kind (at least in Meghalaya), as gender and social safeguards messages were communicated by the respective specialists of the project. The facilitators got a fairly good response from the contractors who were persuaded to consider safeguards measures in carrying out the building works.



Workshop for contractors at Village Dorbar school

On 10 February, British Council Technical Assistance team organised the second round of capacity building programme for the PIU staff members. The workshop was conducted in collaboration with the Finance Department, GoM.

With varied opinions arriving, the belief remains that the Will of the project is to contribute in improving teaching-learning in schools and increasing capacity of technical and vocational education.

For more information:

Kit Shangpliang, Comm. Specialist,
PMC - Accenture

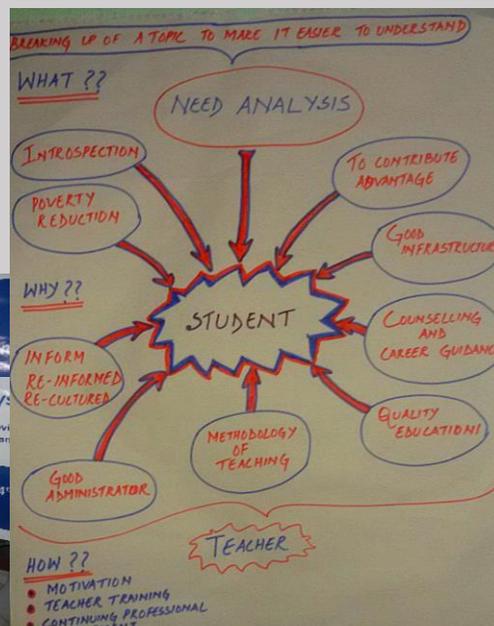
kitkumar.shangpliang@accenture.com
kitkumar.shangpliang@gmail.com

+91 98630 27061

accenturestrategy

Needs Analysis Exercise laying the foundation – key input

Rashmi Mehra, British Council



Left: Participants at the workshop during presentation. Right: Findings by another group of participants – photo by T. Jude Xalxo

The state wide Needs Analysis exercise is a pivotal activity of the project *Supporting Human Capital Development in Meghalaya* and will lay the foundation for the future course of action to be taken to meet the objective of increased capacity and responsiveness of technical and vocational education and training in Meghalaya.

The Needs Analysis exercise is aimed at institutional strengthening by identifying the training needs of Industrial Training Institute, ITI instructors, promoting placement-linked training and enhancing the training delivery. The complete exercise was planned and executed in close coordination with Department of Labour, DOL. In addition to collecting and researching available data, the Technical Assistance team developed questionnaires and interview sheets in consultation with the task team and DOL.

In-depth interviews were conducted with different stakeholders - DOL, ITI principals, instructors, students and employers. ITIs across the eleven districts were visited and stakeholders met to collect primary information.

The team on the ground was led by the TVET Institutional Strengthening Specialist, British Council who was supported by seven handpicked ITI instructors. These facilitators helped in observation of recordings and data collation during the visits. They had been trained on the NA exercise methodology through a series of workshops held in July and August.

These facilitators helped in observation of recordings and data collation during the visits. They had been trained on the NA exercise methodology through a series of workshops held in July and August.

The Needs Analysis report has been compiled after exhaustive ground work over the past six months. A number of key findings were observed through the course of the NA exercise and discussions. Some results were not unexpected, while others provided new and useful insights for the next activity - to strengthen the capacity of the institutions. These findings were discussed with DOL to finalise

Equal – Opposites

Eudora Warjri, Social Development Specialist (Gender), Accenture, PMC

The call for Gender equality in development is an established fact; the challenge however is with the comprehension of Gender. What is Gender and why so much significance is given to this term in recent development programmes of the world?

The misconception that Gender means woman is what bounds the general layman definition or understanding of Gender. This is understandable given that throughout the world women face more violence, discrimination and inequality than men. Hence when the subject of Gender is broached, the common thought would be “woman”.

This is especially evident in a matrilineal society where people disregard the significance of Gender issues, because this is a society where women have more rights (in terms of name and property) than men and herein settles the delusion that such a society is free from so called gender violence and discrimination; interestingly, such societies do not realise that inequality in terms of property distribution in the family is a Gender issue.

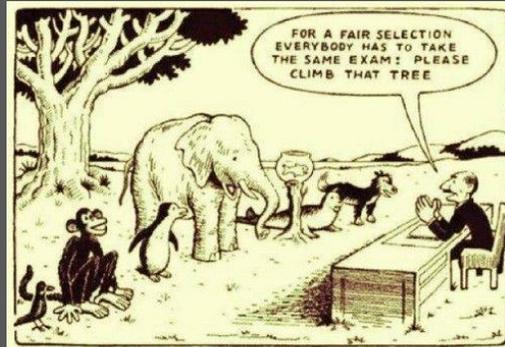
Hence it is imperative for people who work in development to understand that Gender is not just about women. Gender is about both men and women.



It is the relationship that surrounds a society based on how it treats its men and women. Gender equality does not accentuate that men and women are identical, but emphasises that they are equal.

If any programme is to work, it is essential that Gender is integrated into its agenda; not just for the sake of abiding by some human rights principle but more for strategy and the realisation that the development of a society depend on its men and women and how they relate to each other. It is also wise that Gender is given significance from the start of the project and not towards the end, most projects, even projects related to women, has failed because Gender was not understood in its totality and hence not given importance from the start.

A wise man once said “Calling Gender Violence a women issue is part of the problem. It gives a lot of men an excuse not to pay attention”. Jackson Katz..... I rest my case.



Our Education System

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

- Albert Einstein

Feedback on January Orchid



“Great innovative issue of Orchid - once again. I like the bulb. Mystery is when it will glow and radiate luminescence” – member PMU.

Briefing Contractors

On 17Feb 2015, DSC – LEA Associates alongside PIU I (PWD), organised a one day workshop on retrofitting techniques. The practical sessions include:

1. Grouting to strengthen the foundation
2. Putting the dowel bar to the columns for wall integration and wire meshing as an alternate solution
3. Putting the tie beam by connecting the columns



TRAINING

PIUs second round capacity building – INPUT

Jude Xalxo, British Council

British Council Technical Assistance Team organised the second round of capacity building programme for the Project Implementation Units (PIUs) staff members of the project on February 10, 2015 at the Asian Confluence centre, Laitumkhrach, Shillong. The workshop was planned, coordinated and implemented in collaboration with the Finance Department, Government of Meghalaya.



The workshop aimed at building the capacity of PIUs staff; equip them with knowledge and practice of

Monitoring & Evaluation (M&E) tools, Gender Action Plan and Monitoring of Social Safeguards indicators of the project. There were a total 14 participants; two representatives from PIU-I (Department of Education), eight from PIU-II (Meghalaya State Skill Development Society) and four from PIU-III (Department of Labour).

Mr. Pat McLaughlin Team Leader, British Council Technical Assistance Team said in his opening remark that in last almost a year Technical Assistance Team have laid the foundation of this project, now that the PIUs are in place, this capacity building workshop will help rollout the project on the ground. The workshop covered in detail the basic concepts, purpose and standards of M&E, its framework, etc. for good programme management.

The workshop also discussed in detail the concept of gender, the gender action plan in the project, monitoring and reporting indicators on gender, etc. Detail presentation and discussion were made on Social Safeguards concept, ADB Safeguard policies (Environment safeguards - 2002, Involuntary resettlement policy - 1995 and Indigenous peoples policy 1995) and safeguards policies from national and international perspectives. Monitoring indicators of social safeguards in the project were presented and discussed.

Community's Proactiveness

Shared Ownership: Community starts Higher Secondary School shared by Sumana Sengupta Das, Anthropologist

Khad –ar-Blang Secondary School, situated in Lyngkyrdem village of Pynursla Block, East Khasi hills, was established in the year 1961. This was the only school supporting the secondary education of children of 20 nearby villages. However, as there was no facility of higher secondary education in the school, most of the children who cleared the secondary education either had to travel to next block for higher studies or end up as drop-outs. This was the situation till 2012.

In 2013, the villagers started realizing the need for higher secondary school in their village which will not just benefit their children but also children from other villages. They took this issue to the notice of the village dorbar.

After several meetings with the villagers, the dorbar decided to upgrade the school to higher secondary school by setting up a school development fund which would be contributed by the villagers.

It was decided that each household would donate Rs. 25 per month for the fund which would be used as the operational cost to run the Higher Secondary wing. The dorbar has recruited two teachers for higher secondary who are helped/ supported by a trained secondary teacher with Master degree.



“It is a good thing that the community members came forward to support for the education of the children. They are very committed towards the development of school” says the principal of the school.

This is the best example of community supported participation.

SMC Orientation

Retrofitting

Orientation to SMCs was organized on Retrofitting & Refurbishment in 10 schools of Phase I of the project. The SMCs were oriented on the basics of retrofitting, and the dos & don'ts.



Simple method for reading of Architectural Diagrams and Bill of Quantity (BOQ) was explained with practical demonstration of understanding the requirements of retrofitting as described in the diagrams. Monitoring of the quality of the construction work was also oriented.

Project & MoU

Orientation to the SMCs of 20 schools of Phase I of the project was undertaken during the period. The orientation was held on the project and understanding of the MoU and the clauses laid down in the MoU. In depth discussions on the Roles & Responsibilities of the SMCs and the other stakeholders was also undertaken.

Meeting POINTS



A meeting between NGO community mobilisers and DSC representatives was crucial to help everyone be on the same page. DSC apprised the field people on the basics of retrofitting and other construction and technical concerns in layman's terminology. This should help as the NGO ventures to the field.

Assessment & Interface

Initial Assessment of Schools

Initial Assessment of the Schools of the Phase II of the project was initiated. A total of 69 schools having clearance as per the UDISE listing would be undertaken on the parameters developed by ADB which would be further analyzed by the concerned consulting firm. Another 24 schools which does not clear the UDISE listing would be assessed at a later stage.

Livelihood Experts interact with various skill building institutes and government departments

The team visited and interacted with various institutes (MSSDS, TVLS) and government departments (Directorate of Agriculture and Horticulture) to get first hand information about the skill trainings and training providers in Meghalaya.

Based on the information collected, the team is now working on the small booklet to guide the Community Mobilisers about Skill training providers and various courses offered, also impart knowledge about various schemes available through various departments of Central and state Government, which will help them understand and disseminate information to the target group.



Communication Specialists met with ITI & RVTC alumni

The Communication specialists met few ITI & RVTC alumni who are into enterprising in Shillong and Tura to document their success stories which can be used effectively to motivate youth to take up vocational training courses.

DistrictWise

NEWSTRACK

CM's nod to science and Commerce college at Mawphlang

SHILLONG: The education scenario in Mawphlang area is set to get a major boost with Chief Minister agreeing to set up a Science and Commerce College in the area for which land would be made available by the people of Hima Mawphlang.

Interestingly, the building for the proposed college will be designed by the Chief Minister himself.

Addressing a function to launch the Rs.22.49 crore scheme for construction including metalling and black-topping of the road and link roads in Mawphlang-Mawngap area in preparation for Terra Madre International Slow Food Festival to be held in October this year, the Chief Minister said it was important for the leaders to focus on the needs of the area.

Stating that Sohra (Cherrapunjee) and Mawlynnong are already on the global map, the Chief Minister said that the government wants to ensure that Mawphlang is also known globally, which is why this initiative was being taken and it should be the shared objective of all.

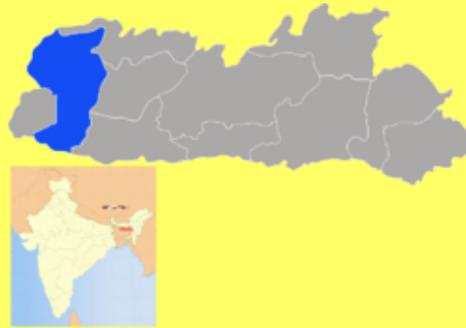
EduChamp

Honouring an educationst whose service has impacted the life of 20,000 students

TURA: A catholic missionary who came to Garo Hills 65 years ago to dedicate his life for the cause of the people and in the process helped as many as twenty thousand young boys and girls complete their education has been honoured by the government on Republic Day celebrations at Tura.

Fr. Battista Busolin was honoured by the government with a special award for Lifetime Service to the people. The citation mentioned Busolin as a patron, friend and guide of the people of Garo Hills who has dedicated his entire life and the past 65 years for selfless service to the people. He was instrumental in the establishment of the Don Bosco College in Tura, the Don Bosco B.Ed College and the higher secondary section of Don Bosco in Tura.

District Featured: West Garo Hills



West Garo Hills District in its present state has come into existence in October 1976 when Garo Hills district of Meghalaya was divided into two districts, West Garo Hills and East Garo Hills. The erstwhile West Garo Hills district was further divided into two administrative districts of West Garo Hills and South Garo Hills on June 1992. Tura being the district headquarter, is the second largest town in the State after Shillong.

Though the main feature of the traditional political setup, social institutions, marriage systems, inheritance of properties, religion and beliefs are common, it is observed that as these units were isolated from one another, the Garo people have developed their own separate patterns. They also speak different dialects.

Marriage ceremonies are diverse from place to place. In Garo customs it is the girls who propose a match to boys. The Garo marriage is regulated by two important laws, viz., *Exogamy* and *A'kim* according to the belonging to the same clan. Marriages are not allowed within the same clan.

Total Geographical Area:	3677 Sq. Km.
Sub-Divisions:	2
Development Blocks:	8
Towns:	1
Population:	5,10,243
Density per sq. km:	139
Literary Rate:	51%
Government Hospitals:	3

Who is who- Education

Shri E.P. Kharbhiih	Executive Chairman, MBOSE
Smt. N. W. Momin	Additional Director
Shri P.K. Hajong	Inspector of Schools
Smt. B.K. Sangma	District Social Education Officer

Who is who- PWD

Shri C.W. Momin	Additional Chief Engineer
Shri. M.R. Sangma	Superintending Engineer

Govt focused on empowering youth of the State

SHILLONG: Chief Minister Mukul Sangma said that the State Government was focused on empowering the youth of the State with various skills and knowledge to attract investors from outside who are looking for capable and skilled manpower.

“With this goal in mind the State Government is looking towards developing state-of-the-art institutes which will be responsible in imparting the required skills and knowledge to the youth.



This will also help to increase employability of our youth. We are confident of attracting investors from outside if our youth acquire the necessary skills,” the Chief Minister said while inaugurating the Mechanic (Motor Vehicle) Section of the Industrial Training Institute (ITI) here at Rynjah, which is a joint collaboration of the State Labour Department and Tata Motors Private Limited.

There is also a mention, that the State Government is creating this platform to empower the young and aspiring youth of the State who are capable of contributing effectively, productively for the growth of Meghalaya.

The Chief Minister encouraged the youth to take up entrepreneurship as a potential career and change the temperament of jobs in the region. He also added that the government’s aim to empower the youth will not be restricted to the district headquarters but will be extended to all the blocks.

He also admitted that the Labour and other departments had targeted to provide skill development to about two lakhs youths of the State under the 12th Plan, but so far only 19,000 youth have been trained. S Ramadorai, Chairman, National Skill Development Agency (NSDA), said that the training institute meant to serve the local youth of the region can nurture and provide various skills and knowledge which can further transform them into valuable human being of the society.