iMPACT

Insights & Inspiration for Social Innovation

Education in the Age of Disruption

Edition 22 | OCT-DEC 2017 | 🅕 🅨 /AsianNGO | www.asianngo.org | US$10

+A123BJC5D6E71G

COCONUTS
HAVE ALWAYS BEEN FULL OF POSSIBILITIES.

NOW DOING GOOD IS ONE OF THEM!

hydrate naturally

VITA COCO®

pure coconut water

never from concentrate

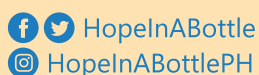330mL (0.69 PT) 11.1 fl oz

HOPE IN A COCONUT

HYDRATE NATURALLY. GIVE EFFORTLESSLY.

For every Vita Coco you purchase, P5 goes directly to helping raise 1 million members of the global coconut farming community out of poverty.

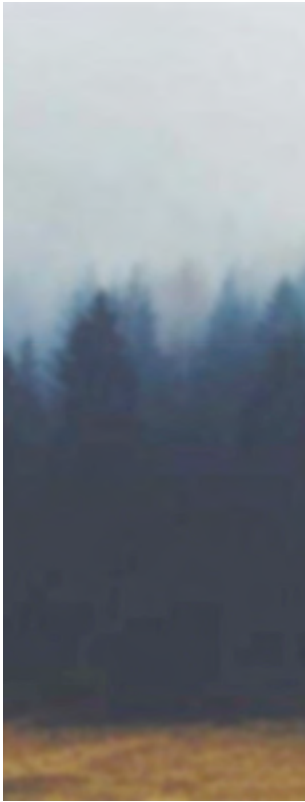### Follow the #HopeInACoconut conversation at @VitaCocoPH

Learn more about HOPE at:

HopeInABottle
HopeInABottlePH

Contents

23

30

46

ARE YOU READY FOR A NEW KIND OF ADVENTURE?

Build houses and communities

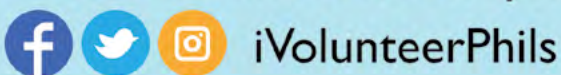Help make schools a better place to learn

Plant trees and save the environment

Be a teacher and inspire others

Visit iVolunteer.com.ph

iVolunteerPhils

Every Filipino A Hero

iVOLUNTEER PHILIPPINES

Editor's Note

Education is the solution to many of the inequalities and atrocities surrounding the nations of today—bar none. The question, though, is in the relevance of that which is being taught, the inclusivity of education, and the sustainability of its teachings.

Information is available at a click of link, and flows in at a rate that exceeds what was once perceived as the normal processing capacity of a regular human brain. But is this information right and factual? Do children and the youth use this information to educate themselves, to make them more productive and employment-ready in the future?

Our gracious contributors try to answer these questions, and more, in this issue that aims to continue and support the conversation about the evolution of education— and our capacity to adapt. Is the current education system sustainable?

During the Digital Strategies for Development Forum 2017, held last September 7 to 8, 2017, iMPACT had a short interview with Mr. Ramanathan Ramanan, senior vice president for TATA Consultancy Services and concurrently the mission director for the Atal Innovation Mission. And he spoke with precision about today's education system.

We asked: are we ready for the evolution of education?

He answered, "We have to become ready. I would not say that we are ready, but both from an educational point of view and from a government point of view, one has to take the necessary steps to ensure that the students of today are ready with the skills of tomorrow. Because you cannot be having the old methodologies and the old curriculum without change. The students will be learning something that is obsolete. Today you have technology, which is a great leverage that you should have to conduct learning. Content is available over the net. Distance learning capabilities are possible. Augmented reality and virtual reality methodologies are available. And you can have access to some of the best content and the best teachers through technology—not necessarily the person has to be with you. So schools and educational institutions must be open to change and new revolutions should factor the digital capability of education."

He concluded, "But at the same time, there is no substitute for interactive learning. And so teachers also need to be trained on the new technologies and the new methodologies by which they can interact with the students, and thereby, there will be preparation for the students to enter into the next century with confidence."

We invite you to join us in paving the way for our future generation of leaders to answer the questions of today. Let's all build a better education system, one that is more sustainable and accessible to everyone.

- The iMPACT Editorial Team

Events

1 Financial Literacy and Consumer Protection in Southeast Asia
Hanoi, Vietnam (October 3-4)

Government officials from the ministries of economy, finance, and other relevant agencies will gather in Vietnam to promote financial inclusion and discuss the implementation of consumer protection in the Southeast Asian region through better privacy policies.

2 3rd Disaster Risk Reduction Conference
Warsaw, Poland (October 12-13)

Organized by the Faculty of Geography and Regional Studies, University of Warsaw, the 3rd Disaster Risk Reduction Conference is a forum for academic scientists, researchers and practitioners that aims to tackle trends and solutions relation to disaster risk reduction.

3 2017 Justice Conference Asia
Hong Kong (October 20-21)

The Justice Conference Asia is a two-day international conference taking place in Wan Chai, Hong Kong that will discuss the topic of justice from both a biblical and practical standpoint. The conference will engage several NGOs as well as church planters and missionaries that are relevant in the judicial sector.

4 Mobility and Energy Systems in Smart Cities of the Future
Hong Kong (October 27)

In partnership with the Office of the Government Chief Information Officer, the Consulate General of Switzerland in Hong Kong and the Swiss Federal Institute of Technology ETH Zurich, businesses and governments from Hong Kong and Zurich will gather to tackle concrete solutions to the challenges that developing Smart Cities such as Hong Kong and Zurich face.

5 Second Annual Meeting of the Global Platform for Sustainable Cities
New Delhi, India (October 30-November 2)

The Global Platform for Sustainable Cities, organized by World Bank together with the Global Environment Facility (GEF), unites mayors and experts from financial institutions, international organizations, UN agencies, and the private sector to share best practices in sustainable development planning while discussing policy options for attaining urban sustainability.

6 Review of Socio-Economic Perspectives (RSEP) Social Sciences Conference
Barcelona, Spain (November 7-10)

The Review of Socio-Economic Perspectives invites social sciences and interdisciplinary thematic studies and presentations to the SEP Social Sciences Conference. The participants can make submission under any of these titles: economics, banking and finance, business and management, learning and teaching, public, law, tourism, politics, history, sociology, culture, and psychology.

7 2nd Asia Finance Forum: FinTech and Sustainable Development
Manila, Philippines (November 8-10)

Asian Development Bank (ADB) and ADB Institute bring the 2nd Asia Finance Forum: FinTech and Sustainable Development to tackle the importance of digital finance in the achievement of sustainable development, which includes inclusive economic growth, poverty reduction, and inequality mitigation.

8 Renewable Energy Investment And Finance Forum 2017
Mumbai, India (November 10)

Senior decision makers, financiers and professionals in the renewable energy finance field will gather to discuss the latest financing developments for renewable energy that will include fields such as investment strategies, capital markets, and project securitization.

9 Digital Technologies for Resilience Workshop
Bangkok, Thailand (November 14-15)

An interactive workshop funded by the Rockefeller Foundation and the United States Agency for International Development (USAID). The main objective is to create a common ground for technology implementers, investors, donors, and organizations to discuss how digital technology can enhance resilience efforts.
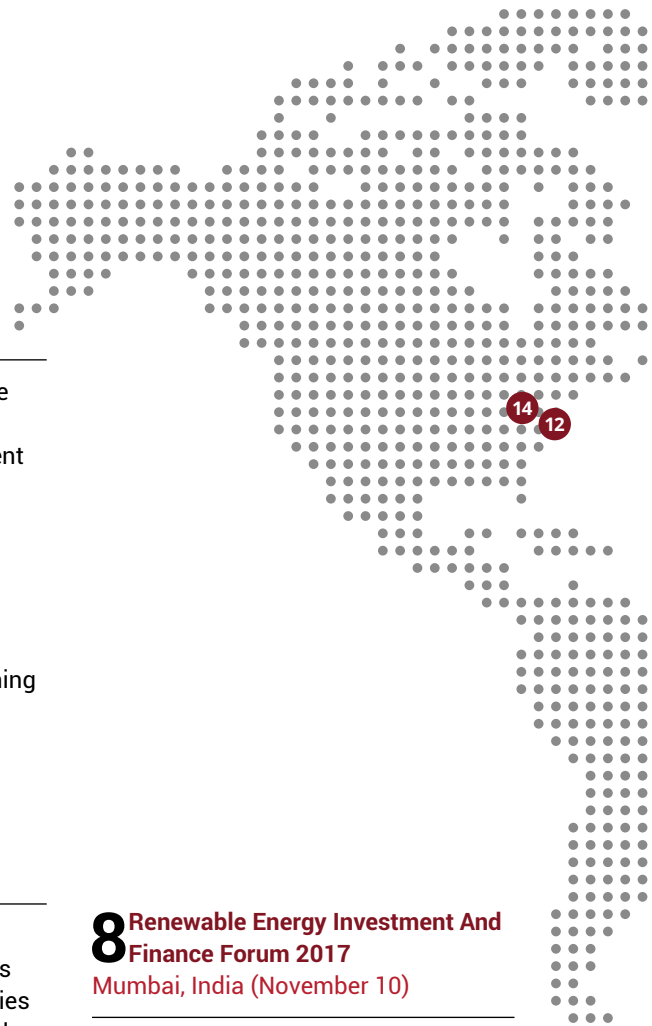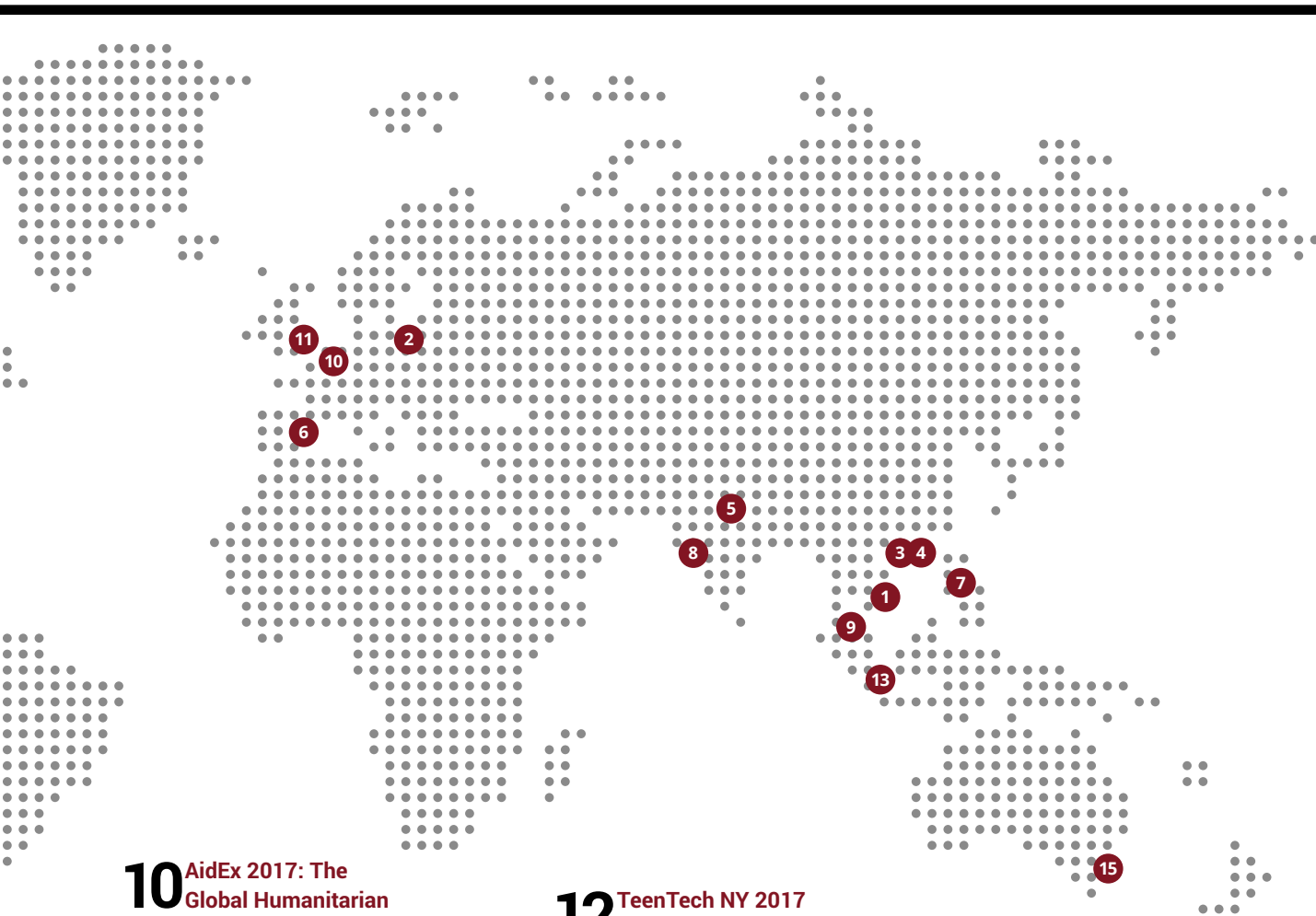
10 AidEx 2017: The Global Humanitarian and Development Aid Event
Brussels, Belgium (November 15-16)

AidEx is an international event that provides a forum for aid & development professionals to engage and connect. Now on its 7th year, AidEx 2017 theme will be "Aid and Development Effectiveness: Results through transparency and accountability" and will comprise of conferences, exhibitions, meeting areas, awards and workshops for two days.

11 Future World of Biogas Europe
London, United Kingdom (November 15-16)

The biogas industry will get its spotlight in Future World of Biogas Europe 2017. A forum that will discuss the advancements in the biogas industry, the event will also explore the European biogas policy and how emerging markets can tap the benefits of using biogas.

12 TeenTech NY 2017 Conference: Shaping the Future
New York, USA (November 19)

Now on its fourth annual conference, TeenTech NY is an interactive conference for teen students aged 14-20 to connect and collaborate with industry professionals and discuss different potentials regarding technology and the digital age.

13 International Renewable Energy & Environment Conference 2017
Kuala Lumpur, Malaysia (Nov. 22-24)

Organized by World Academy of Research and Publications (WARP), the 6th International Renewable Energy and Environment Conference will provide a platform for researchers, engineers, academicians as well as industrial professionals from different parts of the world to share their research and activities in Energy and Environmental Engineering.

14 World Bank Group Youth Summit 2017: Technology and Innovation for Impact
Washington DC, USA (December 4-5)

The two-day summit will have plenary sessions, workshops, and competition. It gives importance to the youth sector by allowing them to voice out their thoughts and collaborate with each other as they discuss their role in this digital age.

15 International Conference on Sustainability, Technology and Education
Sydney, Australia (December 11-13)

The International Conference on Sustainability, Technology and Education (STE2017), co-organized by the Western Sydney University, aims to discuss the main issues between sustainability, technology and education.

Combating climate change is in the hands of educated women
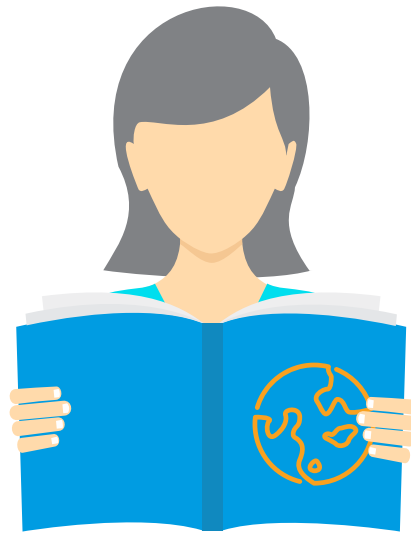
Over the years, reversing the effects of climate change has been focused on reducing deforestation and promoting the use of renewable energy. Saving the planet often equated to strict environmental policies and guidelines. But for one author, combating climate change boils down to one solution: proper education of women.

In a talk at Singularity University's Global Summit in San Francisco, author and activist Paul Hawken shared his insights on how to solve the crisis of climate change, which was written in detail in his book, *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming.* According to Hawken, proper family planning is the key to reversing the effects of climate change.

Hawken wrote that family planning would halt the population growth and reduce an estimate 119.2 gigatons of CO2 by 2050. Gender equality also remain to be a hot topic in the battle for survivability. Hawken stressed that educated women produce fewer children and promote healthier families while boosting their agricultural plots.

"A girl who is allowed to be in school and come to be a woman on her terms… makes very different reproductive choices… Women everywhere should be supported in their reproductive health and well-being for their families." Hawken said.

Getting girls to school is still a challenge for most countries, but Hawken proposed that making schools more affordable and girl-friendly could ease the issue. A report from children's rights organization Plan International revealed that schools in developing countries can be a four or five-hour walk for some kids and reducing the time it takes to get to school could bring more girls to school.

"Global warming isn't happening to us. It's happening for us. It's a gift. Every system without feedback dies. This is feedback. It's an offering to re-imagine who we are and what we can create with our minds, our hearts, and our brilliance." he added.

Php 40-billion fund secures free college education

In support of the implementation of the Republic Act 10931, or the "Universal Access to Quality Tertiary Education Act," a budget of ₱40 billion was allotted to give way for free college education in the Philippines for 2018.

"I'm happy to announce we've found ₱40 billion to finance the free higher education law for 2018," panel chairman, Representative Karlo Alexei B. Nograles, of the First District of Davao City said in an interview.

The Republic Act 10931 states that the government should provide free tuition fees including miscellaneous fees for students in state universities and colleges (SUCs), local universities and colleges (LUCs), and technical-vocational institutions (TVIs).

The funds will come from the following sources: Commission on Human Rights (CHR) (₱115 million), Department of Education (DepEd) (₱30 billion), Department of Transportation (DOTr) (₱3 billion), and Commission on Higher Education (CHED), including SUCs (₱6 billion).

In addition to the educational support, Nograles also stated that the ₱40-billion fund is expected to cover nutrition education in SUCs and private schools, and student loans.

World hunger on the rise—climate change and conflict are the main culprits

Despite sufficient food supply, global hunger is feared to rise again according to a new report from the Food and Agricultural Organization (FAO) of the United Nations (UN) and World Health Organization (WHO).

An estimated 815 million people or 11% of the world population were affected last 2016. Global conflict and the worsening climate change are regarded as the main culprits, spiking hunger once again after a decade of decline.

"There is more than enough food produced in the world to feed everyone, yet 815 million people go hungry," the report states.

Children are the most vulnerable sector brought by the crippling crisis. The report found that 155 million kids age five and below suffer from stunting or being too short for their age as a result of malnutrition. 52 million kids on the other hand suffer from wasting where their weight is too low for their height.

War-stricken countries such as Nigeria, Yemen, South Sudan and Somalia comprise the most number of malnourished children throughout the globe. Extreme weather conditions such as drought and flood brought by the climate change also contribute to the catastrophe which poses a risky peril for the overall population.

"Ending hunger and all forms of malnutrition is an ambitious goal, but it is one we strongly believe can be reached if we strengthen our common efforts and work to tackle the underlying causes that leave so many people food insecure, jeopardizing their lives, futures, and the futures of their societies," the authors write.

Facebook promotes stronger philanthropy for disaster response

Social networking giant Facebook is upping its philanthropy game as people are looking for more ways to donate with just one click. In response to the Hurricane Harvey that devastated United States, Facebook moved from its longtime partner, humanitarian organization Red Cross to another humanitarian resource, The Center for Disaster Philanthropy (CDP).

Facebook had partnered with Red Cross for disaster giving, primarily during Typhoon Haiyan in 2013 and the Ebola outbreak in 2015. A button in the social networking's feed allowed users to send money to Red Cross as a form of philanthropy

and charity work. CDP is a non-profit organization that was formed in 2004 to leverage donors and promote disaster-related giving.

"Over the course of the past year, we have developed a shared understanding of the needs that arise following a disaster—and the many strategies that can be used to minimize the negative effects on individuals and communities," Regine Webster, CDP vice president, said.

The effects of Hurricane Harvey prompted Facebook to share $1 million to CDP with a message on news feeds with a donate button saying, "Show your support.

Facebook has matched $1 million in donations to the Center for Disaster Philanthropy."

The donation match will coincide with CDP's Hurricane Harvey Recovery Fund, which aims to sustain the victims of calamity by rebuilding infrastructures and supporting the welfare of affected victims. Facebook's partnership with CDP is one of the company's effort in promoting long-term philanthropy and charity work.

"We believe the Center for Disaster Philanthropy is well positioned to help meet the recovery needs of communities in Texas. CDP knows from past disasters, especially through their experiences with hurricanes and floods, that full recovery will take many years," a Facebook spokeswoman said.

Numbers & Quotes

3.8M OUT OF SCHOOL YOUTH IN THE PHILIPPINES

Mostly children
AGED 16 - 24

10% of the **39 MILLION**
population in the Philippines
is out of school

**Children and youth are not able to attend
to school because of these reasons:**

MARRIAGE AND
FAMILY MATTERS — **42%**

FINANCIAL INCAPACITY
AND HIGH EDUCATION FEES — **22%**

LACK OF
PERSONAL INTEREST — **19.7%**

THE FUTURE OF TECH AND VIRTUAL REALITY (VR) IN EDUCATION

VR MARKET is expected to grow by 2019 to a
$15.9 BILLION INDUSTRY

Education is expected to be the
4th BIGGEST SECTOR
for VR investment in Education.

**3 OUT OF 4
STUDENTS**
prefer tablets over textbooks.

2% OF TEACHERS
are using virtual reality content
in their classrooms.

95% OF TEACHERS
agree that digital resources help their students'
academic achievement.

TOP SUBJECTS
for VR include:

Science — **82%**
History — **81%**
Social Studies — **81%**
Art — **60%**
English/Literature — **54%**
Engineering — **49%**
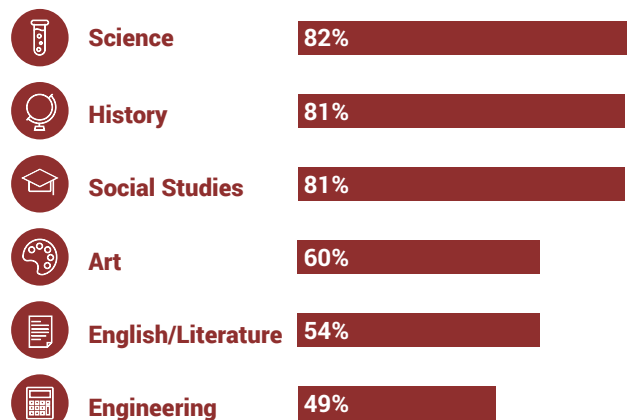
*"Human plus machine
isn't the future, it's the present."*

Writer and political activist, **GARY KASPAROV** in a talk
with TED about the role of AI in education.

"Achieving gender equality is
about disrupting the status quo—
not neglecting it"

PHUMZILE MLAMBO-NGCUKA,
Executive Director of UN Women on the role of gender
in the developing society.

'THE PLEDGE
IS ABOUT BUILDING ON
A WONDERFUL TRADITION
OF PHILANTHROPY
THAT WILL ULTIMATELY
HELP THE WORLD
BECOME A MUCH
BETTER PLACE.'

BILL GATES on his foundation,
"Giving Pledge".

---

*"We already have—thanks to technology, development, skills,
the efficiency of our work—enough resources
to satisfy all human needs. But we don't have enough
resources, and we are unlikely ever to have,
to satisfy human greed."*

ZYGMUNT BAUMAN, the late Polish sociologist and philosopher,
who died at 91, in January 2017

WE ARE RISKING THE FUTURES
OF OUR CHILDREN:
THEIR POTENTIAL
IS BEING STYMIED
BY UNEQUAL
OR UNEVEN ACCESS
TO THE SERVICES
THEY REQUIRE
TO THRIVE.

World Bank Nigeria country director,
RACHID BENMESSAOUD
on the worsening water crisis.

"WE HAVE ALWAYS FACED
CHALLENGES,
THAT'S WHO WE ARE.
BUT THIS IS A CITY
THAT WILL COME BACK
STRONGER
THAN IT EVER HAS BEEN.
OF THAT I HAVE
NO DOUBTS."

SYLVESTER TURNE, Mayor of Houston,
Texas on the aftermath of Hurricane Harvey

JUMP!

is a non-profit social enterprise that uses experiential education to advance a world in which individuals, community leaders, and global citizens realize their passions and potential.

Since 2009, **JUMP! Development** has partnered with local NGOs in various countries and communities throughout Asia, Latin America, and Africa, to serve over **3,500 youths**, building their capacity through **21 Community Impact Projects** in **10 countries**.

To find out more visit www.jumpfoundation.org and learn how you can support underserved youth.

J!Development PARTNERS:

愛與希望 LOVE & HOPE   GREEN UMBRELLA   Global Potential · Empowering youth. Inspiring change.   PaxMoja INITIATIVE   BEAM Education Foundation มูลนิธิ การศึกษาประกายแสง

Find **JUMP!** here
f /jumpfoundation   /jumpfoundation
www.jumpfoundation.org

Girls' Voices Essential in Philippines Campaign Against Teen Pregnancy

BY MARIO VILLAMOR

PUERTO PRINCESA, Philippines – "I want to be a doctor someday," said Shaina Macmac, 16, a senior at the WPU-Agricultural Science High School in Palawan, a southwestern province of the Philippines. "Aspirations in life drive young girls like me to push forward even though we face challenges every day."

And there are challenges.

The Philippines is the only country in Southeast Asia where teenage pregnancy are not falling, according to a 2015 UNFPA study.

There are 10 million girls aged 10-19 years old in the country, and, like Shaina, they have hopes and dreams. But by age 19, 1 in 5 girls will be a mother, according to the country's 2013 demographic and health survey.

"I have seen in my community when a girl becomes pregnant, her life changes dramatically," said Shaina. "Some stop pursuing their education and their job opportunities diminish. She becomes more vulnerable to poverty and her health often suffers," she added.

Adolescent pregnancy is generally not the result of a deliberate choice; it is a consequence of little or no access to school, information, or sexual and reproductive health care. This is especially true for poor and marginalized girls who often have little say over decisions affecting their lives.

Partnership to support girls

To take on this issue, the United Nations Population Fund (UNFPA) and the Office of the Vice President started the Babaenihan Campaign, a call to action for the public and private sectors, as well as civil society partners, to invest in education, health and economic opportunities for adolescent girls.

Babaenihan—which combines the Tagalog words for "women" and "community spirit"—will conduct talks at both the national and community level, and will engage with local governments.

Investing in education is key to the Babaenihan campaign. When we make investments in the education of young girls, it enables them to expand their capabilities, secure their reproductive health and rights, find decent work and contribute to sustainable economic growth. The campaign wants to incorporate their experiences, utilizing community-based talks, held throughout the Philippines, to enable marginalized girls to participate in, and shape the direction of the campaign.

They will be able to ask questions and share their experiences, concerns and challenges. Cumulatively, the real-world needs of adolescent girls will be reflected in the campaign, and their challenges will be brought to the attention of local and national policymakers.

Youth perspective

The campaign kicked off with an opportunity for young people to make their voices heard by leaders. At a launch event, held on 11 August 2017 at Western Philippines University, an open forum on teenage pregnancy was conducted with high school students. Vice President Leni Robredo and UNFPA Country

"I want to be a doctor someday,"

Shaina Macmac

Representative Klaus Beck both took part in the event, listening to the perspectives of young people.

"Too many young girls do not have access to correct information, advice and services to prevent pregnancy," said Mr. Beck.

"We want to focus on 10- to 19-year-old girls," Vice President Robredo explained. "We want them to maximize their potential, so we want to hear from them about the challenges they're facing, particularly teenage pregnancy. We don't want to create programmes where we dictate upon them. We want to create programmes with them, where they are the ones who tell us what they think is the assistance they need."

Babaenihan is the first-ever campaign to address the prevention and response to teenage pregnancy conducted with the support of the highest female official in the country.

"It means a great deal to me and many other girls that our voices are heard and we're empowered," said Shaina, who spoke at the Babaenihan launch. ⓘ

Mario Villamor is the Media and Communications Officer of the United Nations Population Fund, UNFPA, in the Philippines. Prior to joining UNFPA, Mario was a project lead for Devex, a media platform for the global development community. For over three years, he led the research, analysis and production of print and digital products for Devex's Survey and Advisory Services team, supporting stakeholders such as USAID, World Vision and Pfizer. Before joining Devex, Mario was a researcher for the Boston Consulting Group in Boston, Massachusetts. He earned his master's degree in global affairs from New York University.

TAKING CONTROL:
Learning and Teaching The Power of Media

BY DARLENE CAY

With the rapid technological advancements, media has become an inevitable part of living in the 21st century. Every second of every day, we are consuming various types of content from different media: social networking sites, television, magazines, newspapers, radio, films, and many more.

In 2017, 50% percent of the global population are internet users, according to marketing and advertising agency, We Are Social. More than half of that number, 37% to be exact, are social media users.

Meanwhile, based on the latest Functional Literacy, Education and Mass Media Survey by the Philippine Statistics Authority, majority of Filipinos 10 to 64 years old are exposed to television (81%), radio (66%), newspapers (61%), and magazines (61%).

Every year, these numbers grow, making the world we live in the most connected in history. The abundance of information available for consumption might as well also make us the most data-saturated generation ever.

While we should celebrate the abundance of information and accessibility of media, we should ask this important question: How do we make sense of all these things?

This is where Media Literacy (ML) comes in. According to the National Association for Media Literacy Education (NAMLE), media literacy empowers people to be critical thinkers, effective communicators, and active citizens. Basically, it is the ability to critically read and responsibly produce media messages.

Media is powerful: it dictates society's standards of beauty, creates popular culture, and propagates ideas on gender roles and performativity. Ultimately, media influences our values and beliefs as a society.

Unfortunately, as much as we are constantly exposed to media, not everyone understands how influential and pervasive it is.

Marshall McLuhan, a Canadian philosopher and media theorist, famously quoted the line, "We don't know who discovered water, but we are pretty sure it wasn't a fish." When he likened this to the relationship of media and its users, this simply means that we are so immersed in and bombarded by the messages we receive from media that we are not able to examine and evaluate it.

This is why media literacy is important—now more than ever. The increased access to media also means an increased demand in the skills

MEDIA LITERACY TEACHES US THAT RECEIVING INFORMATION FROM MEDIA MUST NOT BE THE END-ALL OF OUR USE.

of media literacy. According to the international nonprofit think tank, Aspen Institute, these are the skills of ML: access, analyze, evaluate, create, and act using all forms of communication.

Media literacy teaches us that receiving information from media must not be the end-all of our use. Consequently, we must be able to examine the content and the medium itself for us to gain a deeper understanding of the message and its effect on our lives. This allows us to wield power over media and its messages. Most of the time, these things hold power because we are unaware of how they affect our lives and our society. But becoming media literate ultimately changes this. By equipping ourselves with critical thinking skills necessary to comprehend the messages we receive from media, we become active consumers.

But being media literate does not end in analysis and evaluation. Also, an equally important part of the process is teaching people to be responsible and proactive media producers, too. This will ensure that people are mindful of the messages that they will be distributing through whatever medium they can get their hands into. They need to be aware of how the content will affect their audience. Becoming a proactive media user also entails being watchdogs of media organizations and fellow media consumers/producers.

Our current education system focuses on basic literacy and the technical know-how aspect of media use. But while students are being taught how to read, write, use technology, or access different media, they should also be taught how to make sense of all the information they are receiving on a daily basis.

With this, the need for media literacy education is increasingly being recognized. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) noted that over 70 countries are already implementing ML-related activities in varying degrees and reach. However, only some states have national ML-related policies.

In the Philippines, Media and Information Literacy has just been incorporated as a subject in the newly-implemented K-12 basic education program. While it is still in its early stages, the subject has to be continuously monitored and evaluated toward critical development. Media organizations, non-government groups, and advocates of media literacy are also consciously filling the gap via information drives, workshops for students, and trainings for teachers.

Evidently, much has to be done. The dream is to live in a society of critical thinkers and proactive citizens. Hopefully, the importance of Media Literacy Education will soon be realized by everybody and, in effect, will be institutionalized as a national program by every country. Only then can we really call ourselves socially aware—or, to use the millennial term, #woke. ⓘ

Darlene Cay is one of the co-founders of Out of The Box Media Literacy Initiative (OOTB). It is an non-profit youth organization dedicated to promoting media literacy in the Philippines. For more information, visit www.facebook.com/ootbmedialiteracy.

Cover Story

Developing the Leadership Skills of Younger NGO Staff:

THE EMERGING LEADERS PLAYBOOK

BY BETH KANTER

Beth Kanter is a trainer, author, adjunct professor, and speaker. She has over 35 years working in the nonprofit sector in technology, training, and capacity building and has facilitated trainings for nonprofits all over the world. Named one of the most influential women in technology by Fast Company and one of the BusinessWeek's "Voices of Innovation for Social Media," Beth was Visiting Scholar at the David and Lucile Packard Foundation 2009-2013. She recently co-authored the website, The Emerging Leaders Playbook, http://www.emergingleader.co/.

For more information, visit Beth's blog, http://www.bethkanter.org/about-beth/.

Over the next decade, a large number of baby boomer nonprofit leaders will retire, requiring a wave of executive changes throughout the NGO sector.

While some organizations have already prepared for this transition, many have not properly invested in developing the leadership skills of their younger staff. Given the unique characteristics of today's rising generation of employees, organizations are wrestling with both how to provide effective leadership training and mentoring, and how to infuse and leverage the different values, approaches, and interests these younger employees bring to help strengthen their NGOs.

Emerging leaders frequently lack experience, professional relationships, interpersonal communication, and other "soft" leadership skills to leverage these key strengths in service of their organizations. A research study from Josh Bersin, an analyst of corporate HR and talent management and leadership programs, noted that the best approach for organizations is to develop these critical leadership skills through a combination of on-the-job learning, coaching, and mentoring and "micro-learning" resources.

Organizations must give younger employees new, exciting assignments as well as the training and the coaching they need to succeed. The emerging leaders' thirst for learning leads them to want new jobs and assignments every 12-24 months. The research shows that this group, unlike previous generations, won't necessarily wait three to five years for a promotion.

TODAY'S YOUNGER NGO LEADERS ARE ALSO WAY MORE DIGITALLY SAVVY THAN PREVIOUS GENERATIONS. AS A RESULT, THEY ARE OFTEN OVERWHELMED, DISTRACTED, IMPATIENT, AND LIKELY TO BE NOT TETHERED TO A PHYSICAL LOCATION OR COMPUTER DESKTOP.

Retaining emerging leaders requires organizations to embrace talent mobility, special assignments, and job rotation opportunities. This can be thought of as a switch from the traditional career ladder to a career "lattice."

According to research by national campaign Fund the People, nonprofit organizations spend a majority of their overall talent development budgets on salaries and benefits, and only a minor portion is allocated to staff professional development. Only a small percentage of nonprofit staff are able to take advantage of the high-quality, intensive, and transformative leadership programs offered through institutions and organizations because of financial limitations. Furthermore, when organizational budgets get tight, professional development is often the first line item to get slashed.

Traditional professional development or leadership training is often conceived as taking a class—whether online, face-to-face, or combination. Those are formal learning experiences, typically offsite and not part of the work flow. Most programs require participation outside of normal work hours, not on the job. Traditional leadership programs do not always provide adequate opportunities for young leaders to apply and test their new skills in practical ways.

Today's younger NGO leaders are also way more digitally savvy than previous generations. As a result, they are often overwhelmed, distracted, impatient, and likely to be not tethered to a physical location or computer desktop. They are also learning how to access professional and personal networks to get answers to their questions. Therefore, supporting emerging leaders requires organizations to create or make available micro-learning" opportunities. Micro-Learning is a way of delivering instructional content to learners in small, very specific bursts that are easy to use. The learners are in control of what and when they're learning.

Today's nonprofit emerging leaders want opportunities to improve their leadership skills and competencies, but it also takes a new way of thinking by NGOs in order to nurture young leader's professional development. The most leadership development occurs when organizations and their senior leaders create the time and space for learning across an organization—when it truly becomes ingrained into an organization's DNA.

This modern workplace learning is more informal. It consists of social learning—reaching out to our networks/peers and more importantly, learning as work, embedding learning into doing the work—knowledge sharing, skill building, collaboration, and culture change. Workplace learning expert, Jane Hart, defines modern workplace learning as learning that happens in many ways at, through, and for work and empowers learners to take charge. This type of learning is part of doing the work and can be implemented as individual self-tutorial or used as part of managing a group or team of people. To develop emerging NGO leaders, a modern workplace learning is essential.
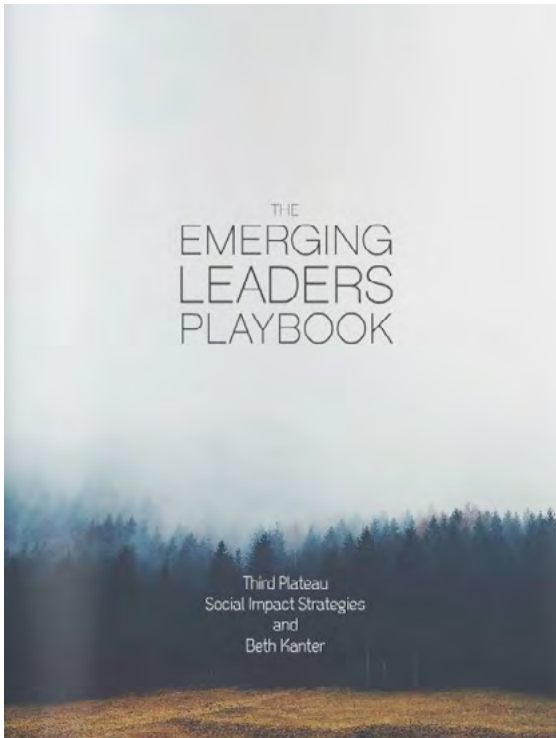
The Emerging Leaders Playbook

The topics and skills that emerging nonprofit leaders need include understanding their own strengths (leading self), recognizing how they lead and manage others (leading others), and being confident of their role within an organization (influencing organizational change).

All of these challenges were considered in the design of *Emerging Leaders Playbook*, a free online resource I co-created with Third Plateau, with support of the David and Lucile Packard Foundation. It is a curated collection of resources that support emerging leaders on their journey, and provides talent managers with practical tools to help retain and support emerging leaders within their organizations.

It isn't enough to read an article about a leadership skill, it is also important to practice it as part of doing your work. The nature of today's nonprofit workplace – fast paced and heavy workloads – makes it nearly impossible to find the reflective time to put together a learning plan and implement it.

That's why *The Emerging Leaders Playbook* also includes a highly practical toolkit that consists of facilitator agendas and worksheets for nonprofits to apply the ideas and frameworks. The toolkit not only helps nonprofits get their work done, but also helps transform doing the work into a leadership development experience for young leaders, while building the organization's capacity to become a learning organization.

Here are a few typical examples of how NGO's are using the resource to support the leadership development of their younger staff:

EXAMPLE 1: Leading Self

This emerging leader wants to lead a project or team, but needs experience and structure. They have worked at an NGO for three years, but is not as effective in their work as they should be because they are saying yes to any opportunity being thrown their way by their supervisor and others on staff. This emerging leader wants to gain more expertise, but has a lot of interest areas. They have not thought about what their focus might be. They have signed up for some free webinars but did not participate because of work deadlines.

This emerging leader reads the materials in the "Leading Self" and decides that what would help them most is having a personal mission statement micro learning activity. The activity takes 30-60 minutes, using it as a tutorial, finding the exercises and worksheet very helpful in narrowing down their interests and writing a personal mission statement.

Next, this young leader asks her supervisor for feedback on their personal mission statement and how they can use it to support their professional development at her job. With guidance from their supervisor, over the next few months, they are able to build in their expertise in a specific area and accept opportunities that support their mission statement.

Let's look at an alternative scenario. Let's say there is a staff member who is responsible for human resources on staff and internal professional development, and who heard from senior staff members that there are a number of younger staff who are facing a similar challenge described above. This staff person can easily create an internal workshop for these younger leaders using the toolkit.

EXAMPLE 2: Leading Others

Here's another example, an emerging leader that is working for an environmental organization in the marketing and communications department. He has five years' experience and recently given the responsibility for leading a marketing team for a campaign. The team is frustrated because their meetings are not effective and waste a lot of time. There are many deadlines and meetings so that no one has time to take a workshop or come up with a process to help them improve.

This emerging leader discovers the material in "Learn how to run an effective meeting." They read the short articles and identifies an activity in the toolkit that helps a team design an effective meeting in 30 minutes. They realize they can use it as part of doing the work at an actual meeting.

They introduce the activity to the team at their next regular meeting and they agree to spend 30 minutes on the activity of designing the meeting, and then, in the next 30 meetings, they have the meeting. They save five minutes at the end of the meeting to reflect on whether they were more effective. Everyone agrees that the activity is a useful process they should build into their regular meetings. They start doing this and find that over time they are able to design effective meetings more efficiently.

The emerging leader's executive director notices that the marketing team is doing excellent work and asks the young leader why. The young leader mentions the meeting design framework and other approaches their team is using. The executive director asks Jeffrey to share the activity with other team leaders at the next all-staff meeting.

EXAMPLE 3: Influencing Organizational Change

This NGO staff person is a one-person human resources department at an NGO. They are responsible for recruiting and hiring staff, as well as talent development and professional development.

Their enlightened CEO has been reading articles about Millennials in the workplace and the importance of mentoring, especially reversed mentoring. Her CEO has tasked her with coming up with a mentoring program internally to supplement professional development, which, because of limited budgets, only include travel and participation to a limited number of conferences.

The staff person browses through the section on influencing organizational change and discovers the section on "Promote a Culture of Learning" and reads the links about cultivating mentorships.

She decides to use the toolkit activity "Cultivate Mentoring" to help her design and implement a mentoring program. The activity includes step-by-step instructions for "Speed Mentoring" that helps

an organization take a non-traditional approach to mentoring by encouraging reverse mentoring.

The activity is useful because it can help launch an informal mentoring program and help mentors get experience in a number of different interactions with different people in a short amount of time. The activity includes examples of worksheets and handouts for a mentoring program.

The staff person finds that the activity does not require heavy lift to do internally and she organizes the event as a pilot test and invites 10 staff members, a mix of emerging leaders and senior staff. Everyone loves the activity because it was actually fun to do. They make time at the end to reflect on the activity and identify opportunities for continued mentoring.

The NGO's executive director and senior management are thrilled with the pilot and allocate some resources to develop and implement additional mentoring activities in the organization.

The Emerging Leaders Playbook has many more resources and activities that can help your NGO support and train its younger staff members while doing its important work. It does not require enrollment in an expensive program or being out of the office for long periods of time. The materials are brief, easy to apply, and fun to do. *The Emerging Leaders Playbook* can help your NGO become more effective and develop the leadership skills of your younger staff members. 🛈

Alan Chan
ENG./U.E.

Dr. Samuel Chong
Chemistry

Cecilia Tong
ENG./U.E.

M. C. Chan
Physics

Dr. Ken Chan
Physics

英皇教育

☏ 2305 0505
www.kge.hk

$10 PLAZA

優の良品

MAPLE

IN THE LIMELIGHT:

HONG KONG'S "Celebrity Tutors"

BY HILLARY LEUNG AND CALEB HA

Caleb Ha, 18, remembers a moment:

he is calculating the specific latent heat of vaporization, double-checking that he is plugging in the right numbers for the equation. He sits among thirty other students in the classroom, all of them here for a two-hour long tutorial session despite just finishing a full day of school. Their eyes are glued to the video projected on a screen in front of them, on which a teacher is swiftly going through questions that are predicted to appear in the upcoming Hong Kong Diploma of Secondary Education physics exams.

Now a law student at the University of Hong Kong, Ha credits his admission to the tutors at the learning center, where he took classes for up to ten hours a week when his examination were near.

"They are who I consider my real teachers," Ha says. "They give better exam preparation notes than my school's teachers, and when they mark our work, they provide more in depth comments that really help us improve."

Ha had begun taking classes at a tutorial center two years before the public examinations that would decide what university he would be admitted into. Frustrated with his poor academic performance despite working hard and buying extra textbooks to practice on his own, Ha decided to enroll in a Chinese tutorial class at Beacon College, the largest tutorial center in Hong Kong, with over 60,000 students taking courses annually. He was impressed with the quality of teaching at the center, and was surprised at how the tutor was able to clearly and concisely explain the concepts he had previously been struggling with.

He says, "After just that first lesson, I felt like so much of my confusion was cleared up. Then, I enrolled in math and physics courses too, and many of my friends also started to take classes when they saw how much I was improving."

Teachers at these tutorial centers are revered as "celebrity tutors." The term was coined for their impressive track record: it is believed that students under their teaching have achieved impressive results in their examinations.

These "celebrity tutors" at the tutorial centers also live a parcel of the so-called "celebrity life." The centers advertise pictures of the teachers, dressed smartly and with their names and credentials written below. These photos are on billboards and public transportation around the city. They are often major topics of conversation among students, who discuss which tutor is the best and whose classes they plan to take next.

This phenomenon of attending after school tutorial classes, or "cram schools," is not new in Hong Kong, a society where education is highly valued and a place at a prestigious university course is seen as a symbol of success. But in the past few years, popularity has soared with a change in the city's pre-university examination system. Previously, students would take the Hong Kong Certificate of Education Examination (HKCEE) at the end of Form 5, or when they are 16. Then, those wishing to continue would pursue the Hong Kong A Levels Examinations (HKALE) at the end of Form 7, or when they are 18.

In 2012, the system was scrapped, with the Hong Kong Diploma of Secondary Education (HKDSE) replacing the two examinations above to be taken at the end of Form 6. One year of secondary schooling was effectively removed from the curriculum, in addition to major changes being made to subject syllabi. The reform caused insecurity among students who are not familiar with the new system, leading them to enroll in tutorial courses for extra support.

Yuki Ip, 19, says, "Students also take tutorial classes because of peer pressure." Ip herself attended classes for Liberal Studies, a society and

current affairs, one of the examinable subjects in the HKDSE. "Some think they are missing out and will not perform well in certain subjects."

The demand for these classes is so high that many students do not get to see their teachers in person, but rather, through a pre-recorded video. Ha attended mostly the "video classes," finding them just as beneficial as the "live" ones.

"At tutorial centers, you have a large group of tutors analyzing the exam questions to give you a good set of notes," Ip says. "The notes focus on exam skills and how to tackle the questions, so they are better than the notes from school."

C. W. Sham, 56, known better as "Sham Sir" among his students, has been teaching at Beacon College since 2000. With a background

"A lot of secondary school teachers just treat their work as a normal job, without any passion for education," said Sham. "They get off work immediately when it's time, and these teachers have no intention to improve themselves."

Unfortunately, some teachers aren't just uninterested in improving themselves as educators, but, to begin with, they are not even good at the subject they teach. Sham recalls a physics teacher he knew at a school he taught at, who himself had to retake his A levels examinations twice when he was a student.

"He was lucky enough to get a teaching job at the school, but he wasn't really capable," Sham said. "He couldn't even do past papers!"

For students with teachers who have poor attitudes, lack of expertise in their subject, or both, tutorial centers provide an alternative through which they can learn the skills and concepts they need for them to succeed in the public examinations.

But the phenomenon exposes and exacerbates the inequality among students in Hong Kong. The alternative is available, but access to it is certainly not for everybody.

in engineering, Sham realized early on that he was passionate as an educator. He has taught at a number of highly-ranked secondary schools in the city. Now, he teaches physics at Beacon.

According to Sham, tutors at "cram schools" have more incentives, as well. Cram schools publish the statistics of students who receive 5**, the highest grade possible, under the tutelage of tutors—meaning, they have a reputation to uphold. The better this reputation, the more students speak positively of those tutors. With word of mouth, students become more inclined to join their classes upon hearing recommendations, leading to those tutors earning a higher salary for the month.

On the other hand, school teachers lack this motivation.

Many academically inclined students tend to come from wealthier, better educated families who encourage them to study hard and provide them with the resources—like extra tutorial classes—to do so. These classes equip them with skills and techniques, allowing them to have a higher chance of performing better in examinations, than students from low-income backgrounds. They then go on to land a spot at one of Hong Kong's universities, graduating with a Bachelor's degree and making them more employable. Students whose families aren't able to afford these classes are left behind, with unimpressive examination results that aren't good enough to enter university.

While tutorial centers do provide subsidies to low-income students, they aren't enough to make the classes completely free.

"Low-income students can attend classes run by charities and church groups," Ha says. "But the quality is nowhere near what is provided at the large tutorial centers." The Hong Kong government provides subsidies for textbooks, transportation, and internet fees for low-income students, but tutorial classes outside of school are not supported.

More than the cost itself, many low-income students simply do not have the time to attend the classes at the centers due to responsibilities, like having to take care of their younger siblings and work part-time jobs.

While the obvious answer to addressing this inequality seems to be the provision of subsidies for students from disadvantaged families, Mark Bray, director of the University of Hong Kong's Comparative Education Research Centre, told South China Morning Post (SCMP) that he does not advocate this. "You are legitimizing tutoring, and you are explicitly saying schooling is not enough…and the school days get longer for everybody."

According to Bray, the competitive society and education system in Hong Kong is to blame for the social inequality among students; and until reforms are made by the Education Bureau, the inequality will only worsen. He cites the city's score-focusing education system that turns children into exam-taking robots.

"Here in HKU we get worried about that," Bray said to SCMP. "We admit people who've got big scores, but they actually are only machines for getting big scores."

The strong competition in the city's education system, which force students to learn by rote, is not unique to Hong Kong. In Japan, a 2007 national survey found that 72 percent of 15-to-16-year-old students attend tutorial classes; while in Taiwan, Child Welfare League Foundation found that 80 percent of students as young as nine and ten years old receive tutoring.

The difference, though, is that the phenomenon of celebrity tutors is most prevalent in Hong Kong, fueling the dangers of students being fixated on the competition—who has the best tutor and who has the best revision notes—rather than on creative, character-development learning that are useful outside of the examination hall.

In western countries such as the United States, Canada, and the United Kingdom, the competition among students is not as high as their East Asian counterparts. "There are enough university places in these countries," Sham says. "Students can also be admitted on the basis of athletic scholarships, so academics is not always key."

Increasing the number of university places, reducing the emphasis on high-stakes testing, and doing more to ensure the quality of schoolteachers are all measures that can discourage this "cram school" and "celebrity tutors" phenomenon, and thereby support education that is more well-rounded and innovative.

Hong Kong is becoming more aware of the harmful nature of the city's education system to their future generation—as evidenced by protests held by students, parents and educators against the Territory-wide System Assessment (TSA), a compulsory multi-subject examination taken when students are in Primary 3, Primary 6, and Secondary 3. The examination tests their command of the Chinese language, English language and mathematics. Some schools have even boycotted the examination, calling it a danger to the health and mental states of children.

The public has expressed their thoughts, and now it is up to the city's education bureau and the government, to do what is needed to level the playing field for all and reduce the academic pressure that students face. ⓘ

Hillary Leung and **Caleb Ha** are students at the University of Hongkong. They worked as interns for the Asia Society for Social Improvement and Sustainable Transformation (ASSIST)—iMPACT Magazine's mother company—through one of the programs of Common Purpose, a leadership development organization that specializes in cross-boundary leadership.

3 Steps to a
DIGITAL EDUCATION REVOLUTION

BY DR. YUHYUN PARK

As we enter the Fourth Industrial Revolution, it is a global priority for national governments to help children develop core skills for digital literacy and prepare them for future job opportunities. This article discusses important features that national governments should consider when formulating digital education strategies.

DIGITAL EDUCATION SHOULD PROVIDE GLOBAL SKILLS.

Leading technology experts foresee a future where people will not search for jobs, but rather job searches will find people with the right skills. The physical location of a person will be less important so long as they are connected online and can work virtually. To succeed in this global environment, today's children need to become digitally literate, not only technically skilled but also culturally proficient.

DIGITAL EDUCATION CALLS FOR A HOLISTIC CROSS-SECTOR APPROACH.

Digital education entails three "must-haves": every child must be connected online, protected safely and securely from cyber-dangers, and educated holistically.

In many developing countries, 80% or more of children are not yet connected online. Even in developed countries, up to 30-40% of children are either not connected or under-connected with limited digital resources . While efforts like the Internet for All (IFA) initiative started globally expanding digital infrastructures, connectivity is not enough and must also include accessibility to appropriate digital media. Moreover, we need to ensure cyber security for children as well as to build a support network to protect children from risks such as online grooming, addictions, and violence. It takes cross-sector collaboration through industries, civic sector elements, and governments working together to ensure that every child is safely and meaningfully connected online. Educationally, it is important to empower children with comprehensive digital competencies that can enable them to minimize cyber risks such as, but also to maximize opportunities arisen from technology.

With the fast-changing digital landscape, government leaders must consider how to reshape and improve educational strategies. As the digital world increasingly connects nations and technology advances, the digital education revolution must transcend national boundaries and incorporate the latest educational innovations based on international research and best practices from the private sector.

Here are three steps that nations should consider when building a national-level digital education infrastructure.

STEP 1: Build an inter-ministerial committee.

Building a strong digital education agenda requires cross-sector collaboration across education, ICT, science, technology, and finance among other areas, and these collaborations must be reflected in different national agencies and ministries working together. It is important to build an inter-ministerial committee that fosters collaboration and provides a focused approach to digital education. The scope of the committee should be well-defined, and the committee itself should be empowered to take actions that lead to practical outcomes. It is recommended to have a secretarial office supporting the committee, which can collect stakeholder opinions and effectively formulate them into agenda items towards building an educational framework.

STEP 2: Establish a digital education framework according to global standards.

Nations should construct a master plan for building a digital education curriculum that is aligned with global standards. Currently, many curriculums tend to focus on practical coding skills or digital literacies. However, it is critically important that national education plans should be more holistic, and prepare children for the growing impact of digital technologies on daily life. Instilling digital competencies in children should start with building civic values and identity formation in the digital world, leading to practical skills for job readiness and positive social communication. As seen with the #DQEveryChild movement , digital intelligence is providing a new framework that can be readily adopted by nations and aims to equip children with digital citizenship, digital creativity, and digital entrepreneurship skills .

STEP 3: Collaborate across the private, public, and civic sectors.

It is important that digital education practices are not only aligned with the latest technological advances and issues, but also bring tested and proven educational programs to national curriculums. Nations should forge private-public-civic collaborations that bring together the latest high-quality educational contents and programs developed by the private and civic sectors. From a strategic perspective, these innovations can be integrated into national curriculums by understanding the efficiency and effectiveness of adopting different programs to schools and families while adjusting them to the local environment.

Preparing children for the digital world must be a key priority driving national educational agendas and reaching all children in an inclusive manner. These recommendations provide a springboard for nations to become involved in the digital education revolution and maximize the potential of children worldwide. 🛈

This article was inspired by an enlightening, cross-sector discussion at the recent Internet for All workshop in April 2017 in Argentina. Special thanks is expressed to all participants.

Dr. Yuhyun Park, PhD is the founder and chief citizenship officer of DQ Institute. The DQ Institute™ believes there is an acute urgency to equip children with DQ™. DQ™ (Digital Intelligence Quotient) – the technical, social and mental skills to be informed and discerning users of digital media and good digital citizens – is the must-have competency for all children beyond IQ and EQ in order to thrive in the digital age. For further information about DQ™, visit the website: www.dqinstitute.org.

IMPATIENT FOR IMPACT?
EMERGING PATHWAYS:
How the Education Sector can Disrupt Convention and Solve Problems that Matter

BY COURTNEY SAVIE LAWRENCE

I magine a world where climate change is no longer a threat, economic inequality and poverty are not entrenched realities, and 'war' is obsolete from the daily headlines. According to the World Economic Forum's Annual Global Risk Report , a synthesis of data gleaned from more than 700 experts, we know that the world is changing rapidly. In light of the report, the question becomes this: how do we respond strategically and quickly?

There are whole systems up for review and in need of significant updates, from democratic governance that exacerbates polarities, to global capital markets that perpetually leave behind the poor, to a changing relationship with technology that increases production, yet slashes human job opportunities. Too often we are working within education systems that were built and designed for a world less connected and less integrated with technology, and less flat (i.e. outdated).

The systems are not adapting to the 4IR (Fourth Industrial Revolution) that we are experiencing now—where, according to the Future of Jobs report, an estimated 65% of children entering primary school will have to prepare for jobs that don't exist today. How do we engineer for the future? How do we develop a sustainable, global ecosystem that serves humanity and the environment, yet fast enough to outpace the speed of negative ramifications? The answer is complex and contextual, yet there are emerging trends that matter; and if mainstreamed, these trends will lead to a cascade of systemic effects that allow society to leapfrog the incremental issues that currently plague our fragmented humanity.

For the past five years, I have been collaborating with practitioners, entrepreneurs, academics, investors and leaders from around the world who are serious about creating effective social change. Although I have been based in Asia, my work as a social entrepreneur and university educator has allowed me to cross-pollinate and test

ideas with people from a variety of backgrounds, geographies, and belief systems. Across this past year, I have been on the ground working in various innovation hubs across Thailand, Cambodia, South Africa, Indonesia, Japan, Australia, the US and Netherlands. I have found patterns that can be framed through high level pathways. The exciting part is that these are mainstreaming and are especially anchored by collaboration and focused on financial sustainability.

So what's happening today with increasing speed? Take a look at the examples below and see what you would add.

Design thinking and behavior science are teaming up

It's no secret that design thinking is a methodology or approach that we have seen grow significantly in the social impact sector—sometimes at a cost, such as an eclipsing meaningful impact. It's been championed and mainstreamed in multiple ways, especially as courses become accessible, free, and open sourced like the Massive Open Online Courses MOOC by +Acumen and ideo.org . That being said, often, the critique lies in the expectation that this rather intuitive (and creative) process-oriented approach is a silver bullet that will solve deeply entrenched complex problems. As a believer in the power of design, I find it ever more exciting to build the next layer to this art through data driven science, especially behavioral science. The Stanford Social Innovation Review article, "The New Science of Designing for Humans" deconstructs the argument well. Ultimately, we need to not only empathize and design bold solutions to nasty problems, but we need to clearly understand the psychology and driving forces behind changing human behaviors.

Local and global innovation ecosystems are becoming (increasingly) sophisticated

The ecosystems are not only becoming sophisticated, but they are also becoming strategic and focused on meaningful system changers and scalers.

There is growing cadence around ecosystem work and research. Thanks to technology and shifting organizational cultures that value collaborative openness and transparency, we are finding hundreds of projects dedicated to building sophisticated and smart impact-oriented ecosystems. An example of such is the UK based NESTA's project , which aims to grow Europe's Digital Social Innovation Ecosystem. This is also happening in many parts of the world, and not just the digital space, but in hyper-local contexts. There are great examples from the grassroots (in communities as vast and contrasting: from Nairobi to Lahore, to Guatemala City), such as MIT's D-Lab, which was described in a post by the International Development Innovation Network, entitled, "What is a local innovation system?"

Why is this so important? In many cases, resources are wasted on project duplication and working in silos that don't communicate or collaborate meaningfully. This learning curve is diminishing as practitioners and players pivot toward smarter, leaner ways to get things done. Simultaneously, education curriculum designers, practitioners, and teachers are also trying to figure out how to integrate these mindsets into their work—and into the next generation's skillsets.

Traditional aid is dying, and financial innovation is critical for survival

Ok, this may not be a surprise, yet there is a twist: traditional aid models are no longer reliable (or available) and NGOs, including academic institutions, have to be creative to generate revenue and stay financially sustainable. I noticed an extreme need for skills sets related to business modeling and innovation when I was in South Africa, at the Vital Voices Fellowship, a global accelerator for women entrepreneurs . Of my 50 peers, the overwhelming majority of leaders were running organizations that had incomplete or non-existent backup plans beyond conventional non-profit funding practice. I ran a pop-up workshop on business model innovation for those who were interested in developing a social enterprise model. Although the social enterprise model is complex and not the holy grail, the message is clear: this sector needs more financial literacy and development skill sets. Although many organizations, incubators, and accelerators exist, there is a systemic need to ramp up the access to technical training for NGOs, educators, and entrepreneurs, who have their eye on impact, yet need investment to continue.

Although the above represent the 10,000-foot view of some key pathways, there are certainly more on the horizon. ⓘ

Courtney Savie Lawrence is the DSIL Global co-founder and the DSIL course founder. She is based in Southeast Asia, where she continues to build DSIL Global into an impact-driven social innovation organization. At DSIL she is focused on cultivating the network of innovation communities, program advisors, and alumni, as well as the curriculum curation for the Virtual Classroom, field programs and consulting arm. She is a current Vital Voices PONDS Fellow, serves as Adjunct Faculty at Thammasat University, School of Global Studies and Social Entrepreneurship for leadership and HCD; as well as the THNK School of Creative Leadership in Amsterdam for in-company programs. She holds a Master's Degree in Sustainable Economic Development and Responsible Management from UPEACE, the UN Mandated Graduate School of Peace and Conflict Studies (see more at the thedhive.com). Let Courtney know your thoughts: find her, @cocosavie on Twitter and check out the DSIL Courses at course.dsilglobal.com.

Cover Story

Matching Skills with Jobs:

EDUKASYON.PH STRIVES TO BRIDGE THE EDUCATION-TO-CAREER GAP

BY THE EDITORIAL TEAM

Education is strongly linked to good employment. In a 2016 post by World Bank, on their website, Worldbank.org, Mara Warwick, World Bank country director for the Philippines, was quoted as saying, "Economic growth in the last ten years has created enough jobs to absorb the growing labor force."

However, companies and organizations are finding it difficult to find the right employees to fill the open positions. On the same report, Jan Rutkowski, lead economist at the World Bank's Social Protection and Labor Global Practice, explained, "Low-earning capacity of the poor reflects their low education and skills, limited access to formal jobs, and low bargaining power of informal workers."

Based on evidence, there is a mismatch between the jobs available and the unemployed. These challenges could loop their roots back to such issues as students choosing the wrong course in college, students picking the wrong college, students learning skills that are no longer useful when they graduate, to name a few. It is for these issues that for-profit social enterprise Edukasyon.ph was created.

iMPACT magazine talks to Edukasyon's co-founder Henry Motte-Muñoz to discuss the education sector in the Philippines, and Edukasyon.ph's goals and initiatives.

Can you tell us a brief history of Edukasyon.ph?

After we had the idea, we decided to try and do research first because I wanted to understand what people have been doing in education-to-employment in the Philippines. It's not a new problem, and for sure there's a lot of individuals who are trying to fix that. We were speaking to government, different government ministries that are involved in education. We spoke to school owners, to students, and both the public and private sector in Manila and in the province. We spoke to foundations, we spoke to guidance counselors. And so it took us a year to get the lay of the land and understand what role each sector was playing in education to employment. After we did that, we then were able to launch our website. We

started with hiring developers, and we launched a pretty basic, regular website in 2015. And we relaunched the website properly in 2016. And that's when we started seeing a lot more engagements.

How many people were involved in building Edukasyon.ph?

In the first year, we assembled a team with two more people. So there was a team of three people on the ground, and I was still working in finance in London. And then that team grew to about four to five people. And when I moved back to Manila, in 2015, we started growing. So we went from five to ten folks. Then, Anthony de Guzman joined as a co-founder in mid-2015. He was in finance in the West. He took a break, and was looking to do something with impact, but still in a sustainable way. So we were friends and acquaintances from a while back. We discussed, and he joined as COO [Chief Operating Officer] and CFO [Chief Finance Officer]. I am the

CEO [Chief Executive Officer] and co-founder.

Why is there youth unemployment?

One, there's a mismatch between skills needed and skills available. Two, we need to make it easier for companies to create jobs. Three, our education system needs to focus more on soft skills. You want to teach them peer communication, reliability, team work. So when you enter a job market, you don't have to teach what it means to show up on time, you don't have to explain how to communicate in a precise manner.

What are your goals?

Edukasyon.ph is a website where we offer students choice, advice, and convenience. Choice because we have the largest database of senior high schools, college, and universities; advice because guide students in our platform with a careers section or senior high information; convenience because students can inquire or apply online to schools for free.

We seek to empower students every day by being the go-to online portal for all important education to career information as these students discover the right track or course for them; choose the right career; and apply online to their dream school. We believe that empowered students with the right education will get the right career.

By providing the largest and most comprehensive senior high school (SHS) and higher education database in the country with over 13,000 schools, 20,000 courses, and 4,000 scholarships, we aim to make education affordable and reachable to every Filipino child regardless of their social status. In giving them a wide range of education choices, we bring the students closer to education opportunities and scholarships that would help them achieve their dream career.

Why did you choose to do it online?

When you have information symmetry, the most efficient way of distributing information—of centralizing it, standardizing it—is through online. I just found it [the system] so inefficient—and I'm quite obsessive with efficiency and details. I'm obsessed with standardizing, making things simpler. And this idea that you had to call a university, where you may or may not be able to speak to someone, and may not even know how much they cost, and you do not know the requirement, and you have to go in person just to get information… and if you're from Dumaguete and you're going to apply in Manila, and take a ferry or a plane, all of that is just inefficiency. Why couldn't you just do it online?

How would these answer the problems of the digitally illiterate?

What's fascinating is if you look at the Internet access in the Philippines, it's roughly now, I'm thinking about 40 or 50%, and it gets better every year. And if you look at internet access for the young, in 2014 it's already 85%. So young people crave the Internet, so they will literally find a way to get it, whether it's in an Internet café, whether it's in school, in an office, in a public area, at home. By now, about 90% of the youth are already there. I wouldn't say that they're digitally illiterate, but I would say they are digitally constrained. So the challenge for us is how do you get to those students?

The first thing we did was we partnered with Facebook. They actually approached us one year ago, and it's been a very critical relationship. We've had more than 300,000 students access the website through free Facebook, so they'd didn't pay a cent. So that was number one. How do we reach people who have access to devices, but no data, which was a huge part of the operations? And then, for the students who are a level below that, they don't get access to free Facebook, we started launching through schools, in partnership with DepEd [Department of Education] and the local government. So we invite all the public high school students—also the private, but it as the public who made it to the majority of the attendance. And I just came from one this morning, in Parañaque City, grade 10 students were in a massive sports hall, and we were just running them through: 'This is what your education is about. This is what senior high school is about. This is what college is about, and this is why it matters.' So we always replicate the website, but then we're always looking for scale.

We've done school to school visit, and we still do it, and it can have a very high impact, but it's just not scalable.

What has been your biggest challenge?

An education-to-career journey is a shared responsibility between the school, the community, and the education technology company in addition to students. More initiatives are needed to counter the global education-to- employment mismatch and that companies in the education technology sector must connect their roles to stay relevant and address this concern.

How do you cope with such a challenge?

We are conducting our senior high fairs which is basically an offline version of our site. This series of free senior high fairs is part of our initiatives to gather many senior high schools in one place in order to offer a range of choice to students of Metro Manila. Along with

our private partners, local government units, and their respective Department of Education Schools Division Offices (DepEd-SDO), we bring the students closer to education opportunities and scholarships that would help prepare them for their dream career.

Tell us more about your future projects.

After the successful pocket senior high fairs in Metro Manila held last March, we are now conducting nationwide education fairs this August to November in which almost 500,000 students will be able to discover education opportunities such as schools or scholarships and gain relevant information that they can use for employment opportunities.

In doing the fairs, we are able to empower students by making higher education opportunities a lot more accessible and reachable through www.edukasyon.ph. Moreover, we want to widen the knowledge of the students on the real-life application of their chosen senior high tracks or college course.

How do you see yourself in the next five years?

Our end goal is to bridge the education-to-career gap through our online platform. We want to make Edukasyon.ph to be the go-to online portal for all Filipinos, not only the students, but the parents, teachers, school administrators, and guidance counselors, as well.

Tips for a Startup, Social Enterprise:

1. Study the problem. Social entrepreneurs are guided by their heart, but don't forget to use your brain, in the sense that don't have the arrogance to think that a person can solve it all. Many people are trying to solve education and employment. Many people have done great stuff in it. Go ask them for advice. And see if you can create something different. If you're just going to replicate what they've done, it doesn't matter if you're a social enterprise, or a for-profit, or a nonprofit, that's just not efficient. Study the space.

2. Take a single point. Try to start with one problem. So we picked information symmetry, which is lack of information. For example, it's not knowing which schools offer engineering in your city, not knowing how much they charge for that, and not knowing which one has facilities to teach engineering.

3. Partner, partner, partner. Always partner with the other folks who are in the same space. Edukasyon.ph, I think we have more 50 or 60 partners: from foundations, to media partnerships, to guidance counselors.

4. The government is there to help. They're not going to call you and ask you how they can help you, but they can help. The government has huge resources, massive reach. And there's a lot of idealistic people in government and a lot of competent people in the government. What you have to do is you have to navigate through the bureaucracy to know the people: who are the competent, proactive ones? Who are the ones with time?

5. Know other social entrepreneurs: you need that as a support system. Whenever you work in social enterprise, you have to accept things. It would have easier to work in just a pure for-profit, where you're selling a product; you're not really looking to have impact. That's just a lot easier. In a social enterprise, if you're not profitable, you can't grow; if you're not having impact, then you might as well be a pure for-profit. It's difficult for sure. And so you need a good support system. People in social enterprise will have the same problems that you have. 🔴

Building Classrooms with HOPE

The nonprofit sector is facing a colossal barrier on its way to achieving its social missions: sustainability. Fund raising and the grant-giving corporations and individuals provided for most of the projects managed and implemented by the nonprofit organizations. However, it seems that in the past few years, these sources aren't enough to sustain projects that would take years before they can have real influence on their target beneficiaries. Although the solution to this problem is complex and multi-layered—factors include economic realities, project management, donor relationships, to name a few—there is one sector that is inciting positive outcomes, the social enterprise.

Nanette Medved-Po has been delving into the intricacies of the relationship between the nonprofit sector and corporations. Surrounded by people who come from both sectors, Medved-Po founded the nonprofit organization Friends of Hope, where she is also the chairperson and the president. She tells iMPACT magazine the story of how Friends of Hope came to life: "I was just a person with an idea, and the idea was to take the discipline of the for-profit sector and the heart of the nonprofit sector, and create a hybrid that brings together the best of both worlds. That's how it started, because of my exposure in both sectors, I thought, there's no reason for these two to be mutually exclusive."

Generation Hope, the for-profit side of the organization, exists "purely for regulatory reasons," Medved-Po says. "Because I don't think the different agencies exactly know how to treat us because there isn't a precedent to what we do. So just to make their lives easier, we were advised to spin off a commercial enterprise. The truth is, they both exist for the same purpose."

Friends of Hope, or simply known as Hope, has a simple strategy: sell bottled water, and give 100% of the profit to building schools across the country.

Medved-Po reiterates that the initiative was molded by like-minded friends, who had the same passion for business and social good. "It was not a name we loved," she began. When she set it up she wanted a simple name, Hope. But, the she was discouraged: "The SEC [Security and Exchange Commission] was like, 'No, no. This and that.' Then the IPO [Initial Public Offering] went, 'Oh, you can't do just, Hope. You have to qualify it.'" One day, she discussed her dilemma with the former president of San Miguel Pure Foods Company Inc., Ricky Gomez. She calls him her mentor and "our original hope hero," and adds, "without him, I would not have been able to do this."

During the discussion, she realized, "This whole thing was being done because of friends, who are willing to believe in this little idea. In fact, it's not me, it should be kind of Friends of Hope. It wasn't the best choice, but at the time, it completely captured the circumstances of what it was like to start Hope. It relied purely on Friends because

I certainly didn't have the credibility at the time to do what I'm doing—nor the expertise, I didn't have the skill set. That was in 2011. We launched in May of 2012."

Building Classrooms with Bottles

When Medved-Po began the thinking process, she had little experience in consumer goods. She recalls, "I didn't want to have to do this more than once, which meant that I didn't want to have to work with something that had unlimited variants and tastes, and smell, and flavors. It was because it would be so subjective, and it would change constantly. I wanted to do something that was safe and easy to understand, and water is a commodity. That's a double-edged sword because on the one hand it's a commodity: everybody understands it, everybody buys it. On the other hand, the margins are terrible because it's a commodity."

While the product was being conceptualized, another question took shape: what is their advocacy? It didn't take long to find the answer: education. Medved-Po says, "Your greatest return per dollar invested is in education. I also believe that a lot of the problems that ail our country or any country will be solved if you have a more educated population. And the Philippines had a great public school system in the past—they produced the late Washington SyCip. [SyCip is the founder of the accounting and consultancy firm SyCip, Gorres, Velayo & Co. (SGV).] And I think that as much as government is trying very hard to restore the glory of our education days, it's difficult, because there are so many challenges that are pressing."

At the time of Hope's creation, and until this day, one of the most pressing issues in the education sector is the lack of classrooms. According to a June 2017 report posted on the official website of the Department of Education (DepEd), there are still 41, 880 classrooms that have yet to be built to close the classroom gap. Hope then decide to lend a hand in alleviating the problem.

Medved-Po says, "If I had to choose a place to invest in in education, and I was going to try and convince an entire nation to support me, then I had to choose something that was easy

to understand. I think KPI [Key Performance Indicator] is important if I'm going to do something like this. And transparency is important. What was the thing that I could do that was truly needed, and one that would make an impact? A building, a classroom. It's something that's tangible. They would understand where the money went."

As of press time, on their website, Generationhope. ph, the organization reveals that they have already sold a total of 10, 015, 239 bottles, which allowed them to build 37 classrooms, and impact 9,310 students. Hope partners with DepEd, corporations, and individuals to help them decide where to build the classrooms.

But the challenge doesn't end in sustaining the business. The bottles that are sold are made of plastic, and plastic has been proven dangerous to the environment. When asked about this issue, Medved-Po echoes her concern: "Plastic is not the best thing out there. We are hoping now to come up with Hope 2.0, which is going to address the issue of plastic, because I'm very sensitive to health implications and environmental implications. So we are very actively trying to also shine a light on a new way to do things."

She reveals that using other materials can hike up the cost of production, add to that the fact that the Philippine market has yet to provide a wider variety of options. "If you're doing this in the US, there are so many options. You've got glass, you've got tetra, you've got a whole portfolio of products because the market is large enough, and the premium market is large enough that they can afford," she says.

To help save the environment, Hope has partnered with Green Antz, which provides green technologies and solutions for the construction industry. Green Atnz takes the plastic bottles— the post-consumer product of Hope—and grind the bottles to form tiny chips. These chips are then mixed with cement to create what is called eco-bricks. According to Green Antz's website, eco-bricks have a higher compressive strength (the resistance of a material to breaking under compression) that than of hollow blocks. These eco-bricks are used to build the Hope classrooms.

"It enables us to raise awareness within the community that there are alternatives for your garbage, rather than throwing it away. So the community brings in the garbage to the schools. Also, in my understanding, for a certain kilo the

Hope in People

A thriving business is the result of the combined minds of the right people. And Hope is all about trusting their people and having people trust them.

"I see companies with a lot of turnover of employees," Medved-Po observes. "They're going to realize it's not just the customers that care what they do nowadays, it's their employees. You want to keep your employees. Turnover is painful and it's expensive."

She reveals that finding the perfect match can be an arduous task—and for a reason: "We're a small office. If you make a mistake in recruiting, everybody feels it." She adds, "Expense aside, there is so much time and effort you invest in an employee. Just the recruiting process, my goodness. You spend a year trying to find just the right person for the job. You train them, you invest in them, and then they're like, 'I don't feel like this brings me fulfillment.' That's what everybody in this office is looking for, and that's good for us."

Thus, with their employees banking on the organization to do well, it is also important to have their consumers trust them.

Medved-Po elaborates, "The reason our website is like that [complete with information], is because we want to make sure that we don't squander that public trust. We try to be as transparent as possible. We do not build our own classrooms because we don't want people to think that we're making money on construction, so we publicly bid all our classrooms. Anybody can build for as long as you commit to build according to DepEd standards, and you have the lowest bid, you got it."

She also clarifies that the organization promises to give 100% of its profit, and not revenue: "We pay for everything we need to pay for, invest in whatever we need to invest, pay back loans. Any of the issues related to an ongoing business, we take care of. And whatever's left, is our profit. And rather than take a dividend and buy myself a new car, we build classrooms." Their financial statements are also available for public viewing and are posted online. They also have an advisory board, and they try to get feedback as often as possible. Medved-Po explains, "It's important to us what people think. How can we do better?"

communities bring to our schools, the families are also given eco-bricks, which they can also use to build their houses." According to Hope's website, it takes around 54 pieces of 500ml bottles or 58 pieces of 350ml bottles to create one eco-brick. One Hope classroom needs approximately 4,100 eco-bricks. "Your bottle literally goes to building classrooms," Medved-Po says.

Apart from using eco-bricks, Hope also put up recycling bins in some parts of the city. They have also introduced reusable bottles and a line of shirts that are made from recycled plastic bottles. She says, "We're always trying to find better ways to do business. It's not perfect today, but we're trying. And because we're small, it's easier."

The Future of Hope

The Friends of Hope and Generation Hope are currently expanding their organization and are always trying to find new ways to stay in business. She states, "If you don't have a good business model, it's just not going to be sustainable, and you won't be around in a couple of years. I hope we don't become a casualty of that. But luckily, we have enough things in the fire that if one dies out, we might have another."

They recently launched "Hope in a Coconut," a project with Vita Coco, a company which sells coconut water and related products, and Costco in the United States. For every pack (available in 330ml and 1L) sold, five pesos goes to helping lift coconut farmers out of poverty. The project aims to give farmers market linkage, which can give them access to customers; training; and the right variety of seedling for higher yield. "We're trying to help these guys because we can," Medved-Po says.

The founder reiterates that all these initiatives is just a way for them to lend a helping hand. "If the businesses are only looking at shareholders, and at the expense of a whole other group of stakeholders, you're constricting certain sectors of the economy, which brings you this wealth gap. And even if in the short term you're getting great dividends because you're squeezing everybody else, in the long run, that's bad for business—if you need a reason. Ideally, the real reason is it's just bad for everybody in general."

Medved-Po would be the first to admit that what they do might just be a drop in an ocean of education issues: "We're trying to start a movement. It's a bit native to think that what we do is somehow going to solve the education problems. It's not—it's really not. I hope we do great things, but there is no guarantee that we will. But if we can catch the attention of the consumers, to let them know, 'Hey you can vote with your peso, about what's important to you;' and if enough people vote for a company that is devoted not just to profitability, the marketplace will listen. I don't think consumers know how powerful that vote is."

She concludes, "The truth is, if we go out of business because the classroom has been closed, I'm happy to go out of business. But, ideally, then we start something else, like with the farmers, or maybe we can do another social good where we can put our expertise behind. Where can we help next? We have two products here: a tangible product which is water, but then we have an intangible product, which we sell every day, the idea of hope." 🛈

WHEN EDUCATION IS NOT ENOUGH

BY YUMI LEE AND MICHAEL BROSOWSKI AM

Last year, Blue Dragon Children's Foundation in Vietnam was contacted by a training center wanting to offer places in their courses for survivors of human trafficking.

The training program was excellent and reputable; the sincerity of the institution was beyond question. But somehow, although they had been trying for many months to give away full scholarships, they had not been able to place a single student.

How could that be?

Looking further, it was clear that despite the center being an excellent training institution, it did not know how to facilitate the education of a young person coming through crisis. Having a seat in a classroom is simply not enough to educate someone coping with, or coming through, a serious trauma. Blue Dragon has been providing services to kids in crisis since 2003, initially to street kids and later also to survivors of human trafficking. We have found that the following factors are critical in the provision of education to young people experiencing crisis and trauma.

THE NEED FOR WRAP-AROUND SUPPORT

Blue Dragon has supported thousands of children to receive an education through institutions external to our own organization: schools, training centers, other NGOs, colleges and universities. Some have even gone on to study abroad. What has become clear to us is that having a seat in a classroom is not sufficient for a young person in crisis to receive an education. Increasingly, we understand how critical "wrap around" support is to get kids into school; get kids to learn; and keep them there through graduation.

In conceptualizing how we need to develop and implement services for kids in crisis, Blue Dragon thinks in terms of "Exceptional Care." This means looking at what it takes to support kids from every angle and involving the young person in making decisions.

WHAT MIGHT THESE SERVICES LOOK LIKE?

Preparatory classes. Young people who have been through crisis and trauma may have gaps in their knowledge and experience that have gone unnoticed. Attending individual or small-group classes prior to joining a 'proper' course can help address those gaps and get the student up to speed. We have found that the provision of tutoring even after they start school is very effective in giving them confidence to keep up with their classmates.

Psycho-social preparation. Trauma survivors may be excited and eager to return to the normality of a class, imagining that they will blend right in and be just like everyone else. The reality can be very different. Blue Dragon's experience is that survivors of trafficking are likely to feel alone, knowing that nobody understands who they are or what they have been through. Former street children may struggle with routine, unused to having to sit and listen for extended periods. Having a psychologist or counsellor spend time with the young person to think through the barriers and obstacles they will encounter affords an opportunity to prepare responses in advance and develop 'contingency plans' for when everything goes wrong.

Teacher support. It's not only the student who will need assistance through all this; the teaching staff may need advice and guidance too. Teachers don't always have the skills to deal with complex behaviors arising from trauma. Blue Dragon's social workers find that there is a greater chance for a child to adapt to formal schooling when the school is flexible to having input, and when teachers are open to feedback/advice, especially throughout the early weeks of the placement. Blue Dragon also offers more systematic training in specialized workshops for teachers to enable them to understand how trauma affects learning.

Regular debriefings with the student. Blue Dragon's social workers and psychologists meet after class from time to time to chat, ask how things are going, and celebrate any successes, no matter how big or small. This is valuable for insights and possible hints that

problems may be emerging, so that they can be dealt with quickly while they are still small.

Legal support. Blue Dragon's legal team supports the education of kids by facilitating their legal registration. Many of the young people we meet have no legal papers (such as birth certificates), which makes it impossible for them to enroll for public examinations. This means that they will otherwise not be able to obtain the necessary qualifications to help them eventually seek employment.

Take care of the small things. It is important to look out for the little details that could make or break an educational placement. Does the student have transport to get to and from the class? What about in bad weather? Will someone accompany the student to school on their first day, and pick them up afterward? Does she have an alarm clock or someone to call her in the morning so she is not late for school? Does he have a phone to call for help? Does the school provide a free meal or do students need cash to buy their lunch – what do the other students do? All these may appear to be minor details, but they are critical to ensuring that a child who has experienced crisis have the best chance to succeed in their schooling.

THE NEED FOR CHOICE

One aspect of services for trafficking survivors that has definitely improved in the past decade is the acceptance that young people in crisis have diverse needs. When Blue Dragon was first established back in 2003-2004, the options were woefully inadequate: boys were expected to train as motorbike mechanics, and girls were expected to learn how to sew. Adult women returning from trafficking were pushed into handicrafts, and people with disabilities shuffled off to make and sell bamboo toothpicks, unless they are blind in which case they were sent to learn massage.

In all of this, there was no consideration of the individual's interests or skills. Why shouldn't a homeless child be given an opportunity to complete formal schooling and then go on to tertiary studies? The only reason to hold them back was and is the attitude of service providers.

While that has come a long way, there are still agencies trying to push young people into particular vocations according to their gender and the type of crisis they have come through. We need to be clear that survivors of trafficking and any other type of crisis have the same diversity of strengths, abilities, and passions as anyone else. What this means in terms of the provision of educational services is that the entire range of possibilities should be offered to them, as are offered to everyone else. They may need more support initially to make up for the lost time that was spent in slavery, or on the streets, but this does not mean that they should therefore be denied these options.

THE NEED FOR PROTECTION FROM FURTHER ABUSE

Children who have been abused are vulnerable to further exploitation. Strong child protection and safeguarding policies and the effective implementation of these policies must be effected. This is especially relevant when different support mechanisms involving non-paid personnel are involved.

Blue Dragon has a cohort of volunteers, both local and foreign, who support the children's education through tutoring in school subjects. Volunteers need to provide police checks, agree to abide by the child protection policies of Blue Dragon, and be willing to have Blue Dragon staff work closely with them. Children who have been abused need to feel that they are safe before they can start learning, and organizations have a duty of care to ensure their safety.

THE NEED FOR PRIVACY

More than once, Blue Dragon has been offered scholarships for students on the condition that the school be able to share their personal story. From the institution's point of view, this is absolutely fair: they want (and maybe need) to let the community know what they are doing for disadvantaged groups. What's more, some NGOs have created an expectation that survivors of trafficking and abuse will want to tell their story to the world so that they can be a voice for others in terrible situations.

Blue Dragon has been able to respond positively to many such offers in situations where the young person was over 18 and fully open to sharing their life story with the public. But this condition excludes almost every survivor of trafficking or abuse in our care. The girls and young women whom we have rescued from slavery, although ranging in age from 2 to 60 years old, are most frequently below 18 years old. The boys who were abused on the streets are similarly aged under 18.

It is not reasonable to expect that someone who has survived sexual exploitation, trafficking, or homelessness should represent every other person who has been through similar circumstances. There should be no such expectation or pressure for them to tell their story. And offers of education or support should not be tied to disclosures of intimate personal details.

Blue Dragon has at times been offered scholarships for survivors of trafficking with the firm assurance that the personal information of the student will be kept absolutely confidential and should not be disclosed outside of the school's administration and management. However, bear in mind that trafficking frequently involves deception and abuses of trust, a survivor has every reason to disbelieve such promises and is likely to decline such an offer, even if the school's confidentiality processes are world class.

There is real hope that through education we can change the world. We talk of empowering girls, breaking the poverty cycle, and reducing vulnerability by keeping kids in school. All of these are true, but none of it can be realized if we don't make educational opportunities and support services accord with the needs of the children and youth. 🛈

Improving Functional Literacy in the Philippines

BY FLORENCE JOY MALUYO

Over the years, the Philippines has consistently made a significant stride in its functional literacy rate.

Functional literacy, as defined by the National Statistics Authority, is the level of literacy which includes not only reading and writing but also numeracy skills that would help people cope with the daily demands of life. Based on the 2013 Functional Literacy, Education and Mass Media Survey (FLEMMS), the country registered a 90.3% rate, which means that nine out of every ten Filipinos aged 10-64 were functionally literate.

While the national rating showed an improvement from the 86.4% in 2008 and 84.1% in 2003, there still seemed to be gaps at the community level. World Vision conducted a baseline study in Siayan, Zamboanga del Norte, in the same year the FLEMMS was published. Results showed that the proportion of girls and boys aged 11-13 who were functionally literate was at a critical rate of 44%. The numbers mean that below 50% of the students were able to read with comprehension by the end of their basic education. The municipality of Siayan is part of the Zamboanga Peninsula, which had a functional literacy rate of 87.5% in the FLEMMS result.

Contributory to low functional literacy is the high rate of school dropouts. The survey further revealed that one in every ten Filipino children and youth, or about 4 million, was out-of-school in 2013. Of the total number, 22.9% got married, 19.2% lacked family income to be sent to school, and 19.1% lacked interest in attending schools.

Geomel Jetonzo, World Vision's education manager, shares, "These figures, including a series of consultations with partners and stakeholders, allowed

18-year old Jason graduates from a two-year auto-mechanical training program (Photo by Mong Jimenez/World Vision)

15-year old Lea tutors fellow children during weekends and summer vacations
(Photo by Joy Maluyo/World Vision)

World Vision to revisit its education programs in the Philippines. The organization, in the past years, has been investing more on hardware interventions such as provision of supplies and materials, construction and repairs of classrooms."

While such intervention was helpful, the organization realized that there was not much soft interventions which could help directly translate to quality learning outcomes. Hence, issues on low functional literacy for school-aged children became a priority in World Vision's new country strategy. This was also in alignment with the Philippine government's plan of action.

Integrating hardware and software interventions.

World Vision's approach banks on the capacity of the community to address illiteracy issues among children, youth, parents and caregivers in both formal and non-formal learning environments. It focuses on the participation of local stakeholders, capacity building of teachers and volunteers, development of locally-relevant learning materials, and tracking of improvement of reading, basic math, and essential life skills outcomes.

In Zamboanga del Norte, World Vision, with the help of generous donors and partners, has helped the local government in the repair of school classrooms and several reading facilities. This was complemented by a culture of reading program where parents were trained to better care for and support their children's learning. Teachers, on the other hand, were further trained to incorporate skill-building into their regular curricula.

"Children are also involved in helping boost the functional literacy of our fellow children," shares 15-year old Lea, a World Vision sponsored child and an active member of the barangay children's association (BCA). Lea tutors younger children on math, English, and science during weekends or during summer vacations. She, along with other trained BCA members, started the tutorial after they were trained in 2015.

"It feels good when parents approach us and say that their children got high grades," she adds.

In another baseline study conducted by World Vision in 2016, the functional literacy rate across World Vision's assisted areas was at 76.53%. In Siayan, Zamboanga del Norte, the rate went up from 44% to 62.64%, which amounts to 50%-70% of the students that were able to read with comprehension by the end of their basic education. The increase was significant

within the three-year interval, but it also shows that there is more to be done as the rate is still 17.36% short of the 80% threshold.

To date, World Vision continues to work with the department of education, the local government, and community volunteers across its 38-area programs in the Philippines. In 2016, World Vision has catered to more than 85,000 children though its education interventions and has trained 1,161 teachers and community educators in context-based teaching methodologies for reading and literacy building.

In a separate root-cause analysis by World Vision, results show that low functional literacy could mean low resilience to respond to abnormal conditions and could increase a child's vulnerability to exploitation. This could also result to unpreparedness for gainful employment and eventually increased dependency on welfare programs.

One of the government initiatives to address this is the Education for All (EFA) Post-2015 Agenda. EFA identifies nine strategic tasks to achieve its goals, including the provision of opportunity for out-of-school youth to learn through the alternative learning system (ALS). In 2016, World Vision complements with this agenda by monitoring almost 8,000 youth attending the program. It also explored opportunities to enable the youth to land better jobs.

In Macabug, Leyte, 18-year old Jason draws closer to his dreams after he graduated from a two-year auto-mechanical training program in 2016. In partnership with Technical Education and Skills Development Authority (TESDA) and funding from Isuzu, Jason and a hundred other students became part of the education-to-employment scheme for deserving graduates.

"Our works also extend to education in emergencies," says Jetonzo. The Philippines is the third most disaster-prone country in the world. In 2011, more than 30,000 students were affected by several disasters. The exponential increase to 1.3 million school-aged children was seen in 2013 when typhoon Haiyan ravaged Central Visayas. More than the damaged classrooms and other school facilities, these occurrences contributed to the decline in number of students attending school.

"During emergencies, World Vision works alongside partners and stakeholders to ensure that children and their families are protected and are provided with emergency essentials. In close coordination with the education department, World Vision also sees to it that children are not only provided with a safe venue to continue their learning process but are also given psychosocial interventions," Jetonzo adds.

World Vision's typhoon Haiyan response in the last three years has catered to 23,000 children through classroom repair and construction, provision of temporary learning spaces, and distribution of learning kits. Recently, World Vision also responded to the needs of the displaced children and their families from Marawi City in Mindanao.

"While much is being done on the ground, numbers would tell us that the work is far from over. The 90.3% rate means that we still have 9.7%, or almost seven million Filipino people, to help. For World Vision, we continue to weave our programs in education, economic development, disaster risk reduction and management, health and nutrition, and child protection to ensure that the results these interventions create are contributory to the improvement of the country's functional literacy and most especially, to the well-being of children," explains Jetonzo.

Joy Maluyo is World Vision's emergency communications specialist. She manages all Disaster Risk Reduction and Management related communication needs of the organization, and is one of the first staff to be deployed during emergencies.

Empowering the Youth in ASIA-PACIFIC to Accelerate the Implementation of SDGS

BY SAVINDA RANATHUNGA

Nitchakan delivering a session to fellow youth delegates at the Asia-Pacific Youth Exchange programme organized by her Social Enterprise "GlobalACT"

Story of Nitchakan

Nitchakan, a young girl from Bangkok, had an amazing opportunity to experience global opportunities through her education exchange programs in France and Japan. In addition, she also travelled to many countries to take part in conferences and other youth programs through the nonprofit organization, AIESEC. These experiences helped her to develop a global mindset and to be solution-oriented in addressing critical societal challenges. Meanwhile, she also witnessed that the youth in this region, particularly in Thailand, lack opportunities to engage and develop their future potential. With this backdrop, she built a social enterprise "GlobalACT," which provides a unique opportunity for youth to engage with communities to address their challenges based on the SDG guidelines. Through this platform Nitchakan has empowered over 500 youth in the region to understand the context of Sustainable Development Goals (SDGs) and develop initiatives to support communities.

The context of Youth in this region

Youth are trailblazers. They are passionate about venturing into little explored avenues to address the challenges that they care about most. Like Nitchakan there are over 700 million youth in the Asia - Pacific region (age 15-24) representing almost 60% of the global youth population . In fact, in 14 Asia-Pacific countries, the youth population
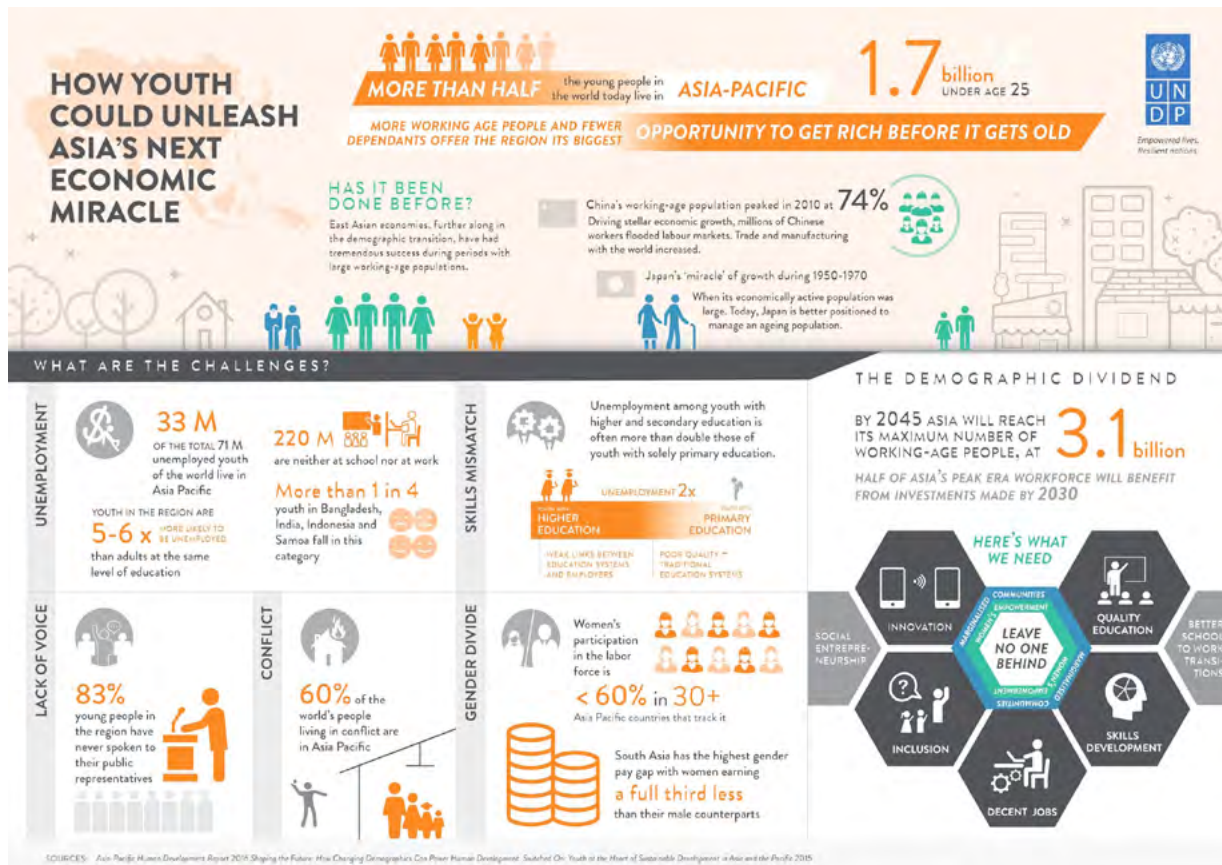
Figure 2 - How Youth Could Unleash Asia's Next Economic Miracle by UNDP Bangkok Regional Hub (based on the Regional Human Development Report 2016 and Switched On Report)

comprises more than half of the total population. This provides a huge opportunity for fueling the growth of national economies, replicating the examples of Japan and Republic of Korea during middle of the 20th century. However, one out every three young people in the region are Not in Education, Employment or Training (NEET), and youth unemployment is two to three times higher than their adult counterparts. (Figure 2) This provides an even bigger challenge to governments who need to ensure that necessary livelihoods are developed for all citizens.

How entrepreneurship can play a role to address this context

In this context, it is evident that new forms of employment are required in order to address the challenges and opportunities generated by the large youth population in this region. In recent years, many Asian countries have witnessed growth in the start-up ecosystem, transforming the traditional economies led by Multi-National Companies (MNCs) to economies based on Small and Medium Enterprises (SMEs). In the Asia-Pacific region, SMEs comprise 98% of enterprises and employ 50% of the workforce at present . Though more investments are needed in order to support this development, many young people are attracted to this sector due to its flexible working environment, opportunity for career growth, and risk-taking attitude. Based on the ASEAN Entrepreneurship Report 2015/16, published by Global Entrepreneurship Monitor, 24-44 age

cohort has the highest prevalence of entrepreneurial activity irrespective of gender. With the development of social enterprises, more and more youth with higher education (secondary and tertiary) tend to seek opportunities in this field due to its positive impact on the society.

The role of education to harness the entrepreneurial attributes among young people

Education plays a key role in providing a foundation for youth to fulfill their dreams. However, the 21st century sees youth having access to a wider array of knowledge through the Internet, while traditional education systems face various headwinds in providing the right skills for a fast-changing employment market. With the

UNDP Vietnam, HATCH! SDG Challenge Launch

context of building entrepreneurial mindset among youth, it is vital to engage experiential learning attributes in curricula.

Based on the World Economic Forum "Top 10 skills to Thrive in the Fourth Industrial Revolution" , skills such as complex problem solving, critical thinking, and creativity are listed as the most important skills by 2020. These skills can be developed in youth by providing an opportunity to challenge themselves in a "safe to fail environment," where they can prototype solutions to the problems that they care most. Many European countries are already embedding these components in their education system through successful policy implementation (from the Entrepreneurship education at School in Europe). Meanwhile, it is key for developing countries to adopt these approaches to engage the youth in more meaningful employment, while also leapfrogging sustainable and inclusive development.

Youth Co:Lab: an approach by UNDP to tackle this challenge

The United Nations Development Programme (UNDP) recognizes decent work and livelihood creation, including those created through local economic development, as chief determinants in the socio-economic empowerment of youth. UNDP partners with governments, private sector, and other stakeholders across Asia and the Pacific to invest in and empower young people through leadership, social innovation, and entrepreneurship.

UNDP VietNam and HATCH! VENTURES created the SDG Challenge 2017, a competition and acceleration program to find business ideas and innovations that help achieve the SDGs. Participating teams receive training, support, and mentorship from industry experts for their project implementation. (http://sdg.hatch.vn/)

UNDP Sri Lanka, in collaboration with other government and private sector partners, developed a social Innovation Hackathon called HackaDev, which focuses on engaging youth to provide innovative solutions to the challenges faced by public sector .

Building on these experiences, UNDP Bangkok Regional Hub developed the Regional Youth Programme for Leadership, Innovation and Entrepreneurship (Youth Co:lab) as UNDP's multi-dimensional and multi-level response to tackling the challenges that young people, including the most marginalized, face today in Asia and the Pacific region. Its main objective is to "establish a common agenda for Asia-Pacific countries to invest and empower youth to accelerate implementation of SDGs through social innovation and entrepreneurship".

Specifically, the project will focus on establishing a network to foster

Team #225plus - winner of the Hackadev 2015

Under the regional Youth Co:Lab initiative, UNDP Solomon Islands Organized the first youth social innovation boot camp on peacebuilding, currently UNDP is supporting similar activities in over 17 countries in the Asia-Pacific Region

youth-led social entrepreneurship, support youth leadership initiatives, and provide grants for incubation, financial mechanisms to fund youth-led programmes aimed at achieving the SDGs. The project will also support research and knowledge exchange activities to inform current and new youth initiatives. The efforts of UNDP and identified partners will be directed at supporting young people with an emphasis on the following overarching priorities: catalyzing youth innovation; creating better access to data and participatory research; empowering young people through technology; fostering youth inclusion; and promoting youth leadership.

The success is you: invitation to join the movement

Youth Co:lab is a novel initiative that needs the support of many stakeholders in order to fulfill its mission of supporting young entrepreneurs such as Nitchakan. We believe that each one of us has our unique role to support the youth entrepreneurship and social innovation eco-system in the region.

Savinda Ranathunga is a youth empowerment specialist. He is a full-time consultant, coordinating the regional youth project, Youth Co:lab of UNDP Asia-Pacific. Savinda is a Civil Engineering graduate from University of Moratuwa in Sri Lanka. He also possesses charted qualifications in Management and Marketing and a Diploma in Buddhism. He worked as an Environmental Engineer at Brandix ltd. and a lecturer at Achievers and Wizma Business Schools. He is passionate about empowering youth for sustainable development and enabling the start-up ecosystem in Asia-Pacific. For suggestions on how to improve UNDP's project and the ways in which you can support and enhance impact, get in touch with Savinda via e-mail at Savinda.ranathunga@undp.org.

iVolunteer Philippines:
The Game Changer in Volunteerism

BY IAN JAMOTILLO

Photo source: iVolunteer Philippines

We are living in the age of philanthropy. As the world continues to be battered by natural calamities, famine, lack of proper education for children, to name a few, humans go hand in hand, hoping to save the planet. Volunteerism, the basic foundation of philanthropy, is a powerful way of bringing people together for a single cause that would benefit the many.

As volunteerism evolves in this digital era, it is becoming one of the breeding platforms for philanthropy and charity work. iVolunteer Philippines, one of the key players in the aid industry is changing the game for volunteerism—adapting to today's technologies to a create a better country for all Filipinos.

Born with a Cause

iVolunteer Philippines is a non-profit organization that aims to create a bridge between various organizations in the Philippines and aspiring volunteers through their online portal, utilizing the power of the Internet to connect people and spread the passion of volunteerism for nation building. Started back in 2009 after the wrath of Typhoon Ondoy, iVolunteer PH was conceptualized in the hopes of maximizing the passion of volunteerism and creating a better Philippines.

In an interview with iMPACT, the founders of iVolunteer spoke about the volunteerism gap that is crippling the country. According to Jb Tan, co-founder and executive director of iVolunteer PH, a lot of Filipinos have the heart to volunteer but are being deterred due to lack of education and proper direction.

"So we've been talking about the idea I think since 2007, between me and Bel, we were both volunteers even before. He was a volunteer in High School, I was a volunteer starting elementary." Tan said on forming iVolunteer PH. Bel is Bel Padlan, co-Founder and director for partnership relations for iVolunteer PH.

He added, "So *naisip namin* [we thought], we were both IT [Information Technology professionals], so why can't we do something by making a simple

Photo source: iVolunteer Philippines

website for people who have similar passion and interest like us? Then, it was accelerated by Ondoy, 'yon nga, parang nakita namin, '*Oo nga, ang dami palang gusto talagang tumulong* [we saw that there were so many people who wanted to help] so let's make it easier for everyone.'"

The Challenge of Volunteerism

Despite the increasing interest for philanthropy, the lack of volunteer management is still one of the hindrances that keep people from pursuing their passion for giving. Tan stressed that most NGOs today don't have focus on volunteer development, and that there is really no one taking care of the volunteers.

Distrust among the ecosystems is also regarded as a major deterrent toward volunteer output. On one hand, for the NGO side, it is more of a question of whether the volunteers they are receiving are legitimate—people who are willing to help and who will not take advantage of the communities. On the other hand, for the volunteer side, volunteers are also questioning the legitimacy of some NGOs.

"Volunteers will say, 'Where do we send money? We want to extend a helping hand, but we're afraid that the money we would send would not reach the communities.'" Tan said. "So there's always that distrust, so our cause *nag-evolve siya* [it evolved] to

bring the trust back in between these two sectors: the individuals and the communities."

One of iVolunteer's missions is to bring volunteerism to all audience, which starts by changing how people perceive the act of charity and giving. One of the misconceptions about volunteerism that it is being labeled as an activity for ladies and for the retired. Many people also hesitate to volunteer due to the thinking that volunteerism is only caters to people who are earning their millions or those who have settled with their families already.

In addressing these issues, iVolunteer is touting their tech skills as an advantage and as one of the ways to reach the masses. With their online portal, iVolunteer.com.ph, they serve as a venue for people to converge and discuss their shared passion, which is volunteering. iVolunteer hopes to transform volunteerism into a more interactive and engaging platform for philanthropy—by labeling it as an adventure and an experience-based activity.

Padlan said, "We are already touted as one of the techier NGOs. So pag naririnig nila iVolunteer, '*Ay mga techy 'yang mga 'yan, mga* IT, *mga bata, 'yon 'yong* impression [So when they hear iVolunteer, they think, 'Oh, those people are techy, IT people, young ones, that's their impression.'].'"

Building the nation, one volunteer at a time

As the world embraces the evolving technology around it, iVolunteer aims to become a pioneer in terms of utilizing Internet as a means of connecting volunteers around the country. Tracing back to the root purpose of NGOs, which is to promote an advocacy, iVolunteer intends to bring more volunteers that will help build the nation through their passion.

Since 2009, iVolunteer has organized projects to leverage the potential of volunteers and connect them to several NGOs. One of their recent projects was the Go Volunteer Expo last year, where they brought 25 non-profit organizations with different advocacy backgrounds. According to Padlan, they were able to engage 20,000 Filipinos in the open fair event, where volunteers were given the chance to meet different organizations and choose what advocacy they want to support.

Photo source: iVolunteer Philippines

iVolunteer also partnered with Parish Pastoral Council for Responsible Voting (PPCRV) in the 2016 elections, where volunteers assisted the unofficial parallel counting and encoding section. During Yuletide season, iVolunteer holds their "Operation Christmas Elf" where they get wishes from partner communities. Last year, they were able to gather an estimate of 45,000 worth of goods with wishes, ranging from teddy bears for kids to lamps for families who live in cemeteries.

This coming October 22, iVolunteer will be holding their "BayaniRun" event, an advocacy fun run—and all pledges for the run will be donated to the runners' chosen advocacy.

A bigger heart for a better world

After the wreckage brought by Typhoon Ondoy in the Philippines, Tan and Padlan saw the increase in philanthropic activities which led to the birth of iVolunteer. With one purpose dedicated to volunteer management and NGO support, iVolunteer is aiming toward shaping the nation to its best shape as possible—by gathering at least 100,000 volunteers in the next three years.

Padlan stated, "Our end goal is to create a world a world where couples can say, 'Let's go out on a date. Why don't we try volunteering?' It's top of the mind. Or the family will say, '*Uy* bonding *tayo, parati na tayo nag-sisine, mag-volunteer naman tayo* [Let's bond. We're always out watching a movie, let's try volunteering.].'"

Geographic expansion is being considered as an option. Today, iVolunteer is planning to bring the organization to Davao City, in the island of Mindanao, before proceeding to Cebu City, in the Visayas region of the Philippines. Increasing visibility is also one of iVolunteer's priorities for the coming years, with their "wholesale program" geared toward building more corporate partnerships.

"I think you'll be surprised with how far passion can bring. Nine years is purely passion. You'll be surprised, if the right passion, right mindset is there," Padlan said on iVolunteer's strong foundation.

Tan gave advice to social entrepreneurs who want to make it big on their chosen field or advocacy: "For me, networking is important. In a world that is very connected now, it is easier to network. I am actually a very introverted person and I'm a perfect introvert, people will always ask me, 'How come you are able to speak in-front of many people?' I realized it's more than just myself. If it's just me, I will always push Bel to talk. It's more than just me. If I don't do these things, my entire organization will suffer."

An online portal for volunteerism, iVolunteer PH aims to unite volunteers throughout the nation, while giving attention to what they are passionate about: giving. With the rise of digital philanthropy, the Internet is becoming an effective tool in promoting volunteerism—and iVolunteer is just one of the major catalysts that bring new tricks on the table, while striving to create a better nation for everyone. ⓘ

Decoding the Secrets of an Effective Employee Engagement
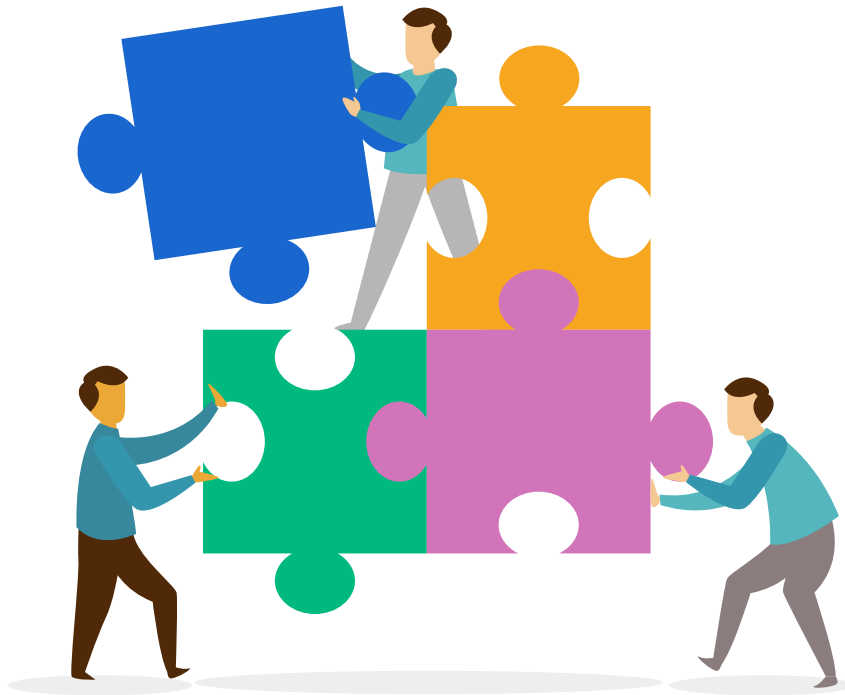
The birth of every organization begins at the same spot. We dream to solve a problem, we recruit friends and colleagues to enhance our goals. Soon, we are creating a vision to build a sustainable infrastructure that provides solutions to those in need, we are employing a team of like-minded helpers, and we have an organization that ultimately reinvests positively into the universe.

Then comes reality. The chore of managing partners, funders, people, and rapidly changing services can be challenging. Suddenly, the dream goes from, "This will be fun!" to "I didn't know it would be so hard."

When a leader experiences a mindset shift, like going from fun to reality, the organization behaviors are no longer focused on the founding vision, and soon, operating expenses are rising, employee turnover has teams scrambling to do more with less, and the organization now confronts survival.

Welcome to Existing Mode, now let's get out of it as fast as possible

Faced with rising costs, high turnover, and employing a team that has lost sight of the vision can be a short road to the end. But, remember, this wasn't part of the plan, so let's take ten minutes to put the organization back on plan.

Start by addressing turnover

Though all rising costs are a critical concern that needs assessment, first look at those costs that will offer the highest value and potential for lasting impact. In this case, addressing turnover will not only affect ongoing expenses but will shift the organization's behavior to impact relationships and productivity positively. Making a triumphant turn requires the backing of all stakeholders, including employees, to succeed.

Turnover is an expensive trend, and the impact of high turnover lasts months beyond the change in a single staff member. The reverse is also true: low turnover will improve an organization's ability to remain focused on the vision, keep operating costs lower, and increase productivity—due to the increased emotional investment that someone provides when they feel fulfilled.

It's important to take a moment and understand the reasoning behind an employee's desire to seek outside opportunities and ultimately hand in their resignation.

Turnover happens for various reasons, and when people leave, the internal excuses start flowing, in the form of speculations of selfishness and failures. Rarely is there a moment that an organization reflects on how they failed the employee multiple times and ultimately opened all the doors for them to make a comfortable departure.

Would it surprise you to find out that most employees are not seeking new positions because of money? They are not trying to escape because the benefits are below average or because all they want is a better office. 63% of employees are currently experiencing dissatisfaction with their position because they don't feel valued and are not utilizing their skills in their role. That is a significant percentage saying their role isn't fulfilling their hopes. Here are a few more critical statistics from the 2016 Employee Job Satisfaction and Engagement Report, sponsored by Society for Human Resources Management:

a. 67% of employees state that respectful treatment from all levels is very important to them, yet only 31% are very satisfied with how their organization treats their people;

b. 55% of employees are saying that the trust between employees and leaders is very important to them, yet only 27% are very satisfied with the trust they have in their leaders. That's a lot of doubt floating about an organization. Doubt allows people to make up their own stories about why actions are taken, and those stories are never made with the organization looking like a savior; and

c. 84% of employees say that career advancement within an organization is important. 24% say they're very satisfied with opportunities within their organization. That leaves the door wide open for 76% of your people to entertain career advancement outside of the organization.

The extended cost of turnover

Roll up your sleeves. Time to get dirty and think about the impact an organization feels each time someone departs. Beyond the easily recognized direct costs, there's a dangerous ripple effect on an organization, which includes the impact on revenue, partners, and staff.

The first impact is on direct costs. Turnover costs an organization between six to nine months of an employee's wages. This covers costs for recruiting, hiring, and training the new person.

The second impact is on the revenue. Relationships are impacted each time someone leaves, many of which are tied to revenue. Consider the donations, income, and fundraising efforts are at risk, solely because the person leaving has a primary relationship with them. Even if the person leaving was responsible for a process in the organization, the negative impact that may occur from their absence is a potential impact to revenue. A failure to communicate or a broken process causes issues.

The third impact is on the external partners. Interactions with vendors and partners are critical, and a broken link will appear until the replacement is 100% up-to-speed. It could take weeks, months, or even a couple years. When relationships weaken, partners see less value, and will not work as hard to identify new opportunities and keep costs under control.

The fourth item is internal impact. The organization itself will be hit with a wave of doubt, putting teams at risk of losing the vision, and ultimately becoming disengaged if it lingers. Consider how a departure impacts the other people within the organization. How will it impact critical processes?

Depending upon role, the extended cost of turnover easily adds another year of wages—more if it's key personnel or someone where a partnership would

dissolve. Think about this for a moment: with each departure from your organization, you are encountering a cost impact of nearly two years of a new employee.

Reduce turnover by creating engaged employees

Now that we understand the risks and costs associated with losing employees, it's time to reset the focus and pave a path to reduce expenses, increase productivity, and shift the organization from existing to thriving. It's time to build an environment that encourages employees to be highly engaged, and to have the desire to bring their skills, dreams, and commitment to the organization.

Much can be done for little to no cost. But change is never easy, and many organizations may wish to take a portion of anticipated costs savings and invest in performance development consultants who will provide direction and training workshops for the entire organization.

The First Step: make the change. As a leader, immediately shift your efforts to make the necessary changes to get the benefits of having a brilliant team of engaged employees. It would be wise to seek outside help, one who will teach you how be open to feedback, which you will need to hear. One must be presented with—and accept—a completely honest view of the organization, from an employee's point of view, prior to making changes. Understand that your perception of a great environment comes from the point-of-view of a provider, whereas the employee's view is based on trust.

The goal is to understand how the organization can provide an optimal environment to build employee engagement.

The Second Step: serve your mission. Follow your plan. Time to dust off the mission statement and post it in a location for everyone to see. Every. Single. Day. Let it remind every person who enters the building of the shared vision.

It is important to understand and communicate the three primary components of your mission: people,

processes, and product. Outline the steps required to serve the mission. The organization's investment in people and maintaining an environment where teamwork is encouraged are the most powerful components in ensuring that the product and process parts will succeed. And, if one of your goals is teamwork across the organization, understand that teamwork requires a high level of employee engagement.

I suggest you create an internal mission statement, which is separate from the organization's mission. Make it an interactive process with your teams, so that there is buy-in across all organizational borders. Include the vision and goals for people and process. Don't forget to consider the following: growth of your team, live-work balance, boundaries for respect, and continuing personal development. Determine how you want your team to evolve, and include it as part of the goals.

The third step: understand the components of an engaged employee. There's a simple equation for engaged employees, which is the sum of conditions, opinions, and behaviors.

Engaged Employees = Conditions + Opinions + Behaviors

Interactive relationships are an important social mechanism that all humans desire. And the perceived quality of the relationship with colleagues and managers has a direct impact on the meaningfulness of one's role within an organization. 76% of engaged employees indicate that they have meaningfulness in their role.

Daily interactions provide immediate feedback related to performance and acceptance. The conditions are different for each person within an organization, dependent upon an individual's list of acceptable behaviors. One thing is the same: everyone wants to be liked and rewarded.

When there's tension in the workplace, it wouldn't matter how meaningful someone's role was yesterday; the desire for someone to look for another organization for better conditions will increased significantly.

Opinions are related to the confidence in one's role and abilities, including how well they understand the organization's mission and vision. In 2015, 75% of employees said they did not have a clear professional development path, and 31% didn't feel their employer had trained them adequately. If someone doesn't feel well-prepared for their role, then they will also feel a lack of confidence in how they're performing. Increase the investment in training to make employees feel empowered and engaged. 86% of employees with positive engagement opinions are determined to meet their work goals.

Visualize an organization where the culture encourages doing the right thing, at the moment required. It requires a high level of trust and support from senior management. Behaviors are all about how an employee sees its employer encourage the team to perform. Are the employees empowered to take action if they see a situation that needs fixing? Understand the significance of this fact: 70% of engaged employees report that they are encouraged to solve problems without escalation. We desire the ability to own a process, decision, strategy, or solution.

Now, looking back at the formula for employee engagement above, we should now understand that this is not a straight equation. Conditions, opinions, and behaviors are all weighed, and the individual determines the unique weights.

The goal in creating employee engagement is to create an environment that provides the following components: respectful interactions with colleagues and senior managers; trust between employee, colleagues, and senior managers; meaningfulness of role; clear understanding and confidence in roles; encouragement to take action, when action is deemed necessary; and a never-give-up attitude, despite difficulties.

Hidden cost savings of engaged employees

The largest expense category in an organization is people, and it's one of the easiest areas to have a net positive impact, without changing rates and benefits.

There are surprising results that go beyond cost savings. The efforts an organization puts forward to reduce employee turnover and increase engagement will pay additional dividends. Engaged employees are motivated to solve problems faster, be more creative with existing resources, and will be, on average, 14% more productive than a disengaged employee. The organization will see a reduction in time spent on projects and an increase in productivity. And engaged employees tend to embrace the "do what it takes" attitude during tough times.

Engaged employees put an organization in a stronger position, by performing at an enhanced level of dedication, through which they have a greater impact on the organization, funders, colleagues, and end users. Engaged employees not only bring more creativity to designing solutions without additional costs, but they also tend to perform at an honest and authentic level, and are more team oriented. In the end, engaged employees will go farther for you. ⓘ

Kristian Besley is a creative problem solver focusing on the development of people, processes, and solutions that propel organizations beyond challenges, resulting in increased client and employee engagement. Today, Kristian provides business consulting services that include the facilitation of corporate workshops focused on process improvement, services integration, business development, client retention, and employee engagement.

WOMEN EMPOWERMENT IN INDIA

BY ANTHONY CHETTRI

As I pen down my thoughts on women empowerment in India, there is significant public outrage happening on the streets to protest the murder of prominent fearless female journalist Gauri Lankesh. Gauri was an entrepreneur publishing her own daily newsletter in the southern state of Karnataka. She is an ideal example of an empowered woman in India. She published her own independent thoughts courageously without ever worrying about repercussions. Like Gauri, there are many women in India who also fight every day to fulfil their dreams.

Bishwashi, 20, victim of domestic violence, a single mom, was married off at 16, was a child labourer at 12, is a breadwinner of in-laws family, and is looking for a trafficked sister. She was empowered through a skill training program supported by VSO India, and was placed as a security guard in an agency.

She shares, "I came from a very poor family. We ate one meal a day and it mostly consists of only dry rice. I made 60 rupee per day (around US$0.85) and I'm making 10,000 rupee per month as a security guard now. Without the project, I wouldn't know how to support

my daughter and my two families." She continues, "My neighbour hit me and tried to rape me but I escaped. Now I can fight. This job also gives me dignity. I want my daughter to be educated and be as far away from the experience I had to go through as possible."

Pushpa, 23, is one of the thousands women who grew up holding many dreams in her eyes, but due to her family's poverty, she could not even think of pursuing them. She has always wanted to support her family to improve their situation but didn't know how. Today, after training and placement, she says proudly that the skill development project organised by VSO India changed her life: "During the training, I learned about security procedures, parading, self-defense, judo, karate, and life skills, which completely changed my way of thinking. The training has significantly increased my confidence. Before training, I felt hopeless when I used to see my mother working too hard to make ends meet."

Recently in August, the Supreme Court of India banned the controversial Islamic practice of instant divorce (triple talaq) as arbitrary and unconstitutional. This is definitely a breakthrough verdict for gender justice in India. Public opinion against this practice could not have gathered critical mass if it weren't for five Muslim women who stood up to the community's conservative elements and challenged their patriarchal mind-sets in court. This abolition is just the beginning of a larger campaign for gender justice in India.

It was a radical move when the army, one of the world's most male-dominated professions, decided to allow women to take up combat roles in all sections of the Indian armed forces. It is a great victory for women empowerment movement in the country, and a giant step toward gender parity. Additionally, Indian Army recently announced the plan to induct about 800 women in the military. The announcement came a day after Nirmala Sitharaman took over as the country's first full-time woman defense minister.

Today in India, most of the women in our country feel empowered some way or the other—thanks to our progressive media; the outreach of education (at least primary and secondary) to the girls; the critical interventions by different women rights organisations and activists; the vigilant judiciary; and the pro-women laws and international conventions that bound our country to act. These empowered women in India today stand at equal platform with men in all sectors.

Empowerment literally means the process of becoming stronger and more confident, especially in controlling one's life and claiming one's right. It also means to invest with power. The term women empowerment has come to denote women's increased control over their own lives, bodies, and environment. While discussing women's empowerment, prominence is often placed on women's decision-making roles, their economic self-reliance, and their legal rights to equal treatment, inheritance, and protection against all forms of discrimination (Germaine and Kyte 1995; United Nations 1995), in addition to the elimination of barriers to their access of resources, such as education, finance, and information.

Indicators of Women Empowerment

Today, when we deliberate over women empowerment in India, we need to review some indicators. The first one is the evidence of empowerment. Under this indicator, we need to measure women's degree of control over their environment by measuring their participation in household decision-making and their freedom of movement. We also need to measure women's attitudes with regard to gender equality. VSO India, while working with women farmers in Jharkhand and Madhya Pradesh, observed that women accept normally, without any complaint, the existence of unequal gender roles in farming. Even though most of the work in agriculture, from seed treatment to harvesting, is done by women, the decision to decide which crop/s will be cultivated rests with the men of the household. Above all, when we say farmers, it is equivocally understood to be men. Women farmers are not at all recognised in agriculture.

This year, VSO India is trying to change this position through the process of conscientization among 2020 women farmers in Jharkhand. Women farmers are now motivated to form groups—and, through good agriculture practices, are tilted toward organic farming that enhance their yield. The next intervention step is to support women farmers to augment their reach to the market. This will give them the access to financial resources and thereby build up their confidence. We would further strive to increase their access to financial support so that they are economically empowered. Besides the economic empowerment and social

empowerment, financial inclusion of the women farmers will happen simultaneously by sensitising them through problem solving methodologies.

The participation of women in decision related to the education of their daughters and sons is improving, too, but, to a large extent, the final decision rests with men. Even their preference for sons over daughters comes out of their strong socialisation in patriarchal mentality. To a large extent, while interacting with women farmers, we found they justify the beating of wives by husbands. This is indicative of women's

acceptance of their lower status relative to men. Though such attitudes do not necessarily approve men beating their wives, they do signify women's acceptance of norms that give men the right, in this case, to discipline women with force.

In urban settings nowadays, we find women reporting violence against them, but still a large number of cases remain unreported. Also, reported cases of violence against women have become more brutal than ever. Such instances of violence indicate the vulnerability of women at large.

The National Crime Records Bureau publishes an annual report titled "Crime in India." A brief overview of report says that a total of 327, 394 cases of crime against women have been reported in 2015. The statistics show a 3.1% decline from 2014. After a long spell of four years (2011-2014), when the crime cases were continuously increasing, the sudden decline in overall crime cases reported makes one wonder whether things have really improved, or is it that there have been fewer cases of reporting this year?

The second indicator is access to potential sources for empowerment. These indicators measure women's access to education, the media, and meaningful employment. Education and media exposure have supported Indian women to equip them with the information and the means to function effectively, especially in the modern world. According to Census 2011, the literacy rate of

India in 2011 is 74.04%, of which, the male literacy rate is 82.14% and female literacy rate is 65.46%.

There is also the issue of enrolment. Lower enrolment of girls in higher education as compared to that of boys could be attributed to factors such as social, cultural, and religious beliefs; religious attitudes, and practices; poverty; and poor learning environment. But the access to education by Indian women and girls has increased. Hence, they are now, to a large extent, aware of their rights, and have started firmly demanding them from different stakeholders. Education of women created space for them to take part in an organised working force. And employment empowers them by providing financial independence, alternative sources of social identity, and exposure to power structures independent of kin networks. However, their participation in workforce is still poor till date. In the India Development Report, released on May 2017, the World Bank stated that the country had one of the lowest female participation in the workforce—ranking 120th among 131 countries for which data was available. The thing that is worrying is the fact that the participation level has been dropping since 2005, despite 42% women being graduates in the country. The labour force participation rate of women across all age-groups was 20.8% in rural sector and 12.8% in urban sector, compared with 54.8% and 55.6% for men in the rural and urban sectors, respectively in 2009-2010 (NSS 64th Round).

When VSO India started its intervention of skilling, we found out that most marginalised women from urban slums were less qualified to take higher managerial jobs in the cities. They can be only trained and placed as the supporting staff under the supervision of mostly-male staff in retail, hospitality, security, beauty, and wellness sectors. Today, most of the women whom we have trained and placed are now economically empowered and could make decision of spending money as per their own needs. We have also trained trafficking survivors in skills development and placed them in formal, dignified jobs. These trained and placed women are happy and are confident that they can improve their families' lives and their own lives.

Not to forget there are certainly challenges for many women at workplace because many of these women do not get appointment letters. Hence, they are cornered and cannot enjoy the minimum labour law entitlements. Many women who migrate to cities to make their families' ends meet are exploited by the employer due to lack of skills. Women cannot articulate their rights properly to higher authorities as the work environment in which they are in is very hostile and unsafe.

Indian women have undergone a long journey of empowerment and are in many different ways standing at a comfortable position equal to that of men. The evidence cited above may lead us to think that women who are empowered are more able to stand up for their rights. As a consequence, they experience less domestic violence. Unfortunately, this statement may not be necessarily true at all times. More empowered women may deviate from the traditional gender roles in the household. Men, who feel threatened by this, may use domestic violence as a way to restore the male dominance in the household.

Today, women in India are claiming vigorously their socio-political rights (right to work, right to education, right to decide, etc). If we want to bring about women empowerment in the true sense, men in India also need empowerment. Women in India have taken a giant leap in the last ten years, but the men are still caged inside the rotten patriarchal mentality. There is a need for the elimination of the male superiority and patriarchal mind-set. The elimination will open equal opportunities for education and employment without any sense of discrimination. 🛈

Anthony Chettri is a qualified social worker, with over 15 years of experience in providing high-quality technical support to projects that work with the most marginalised communities. Anthony was previously the head of department for programmes at Caritas India, New Delhi. He has a Master's Degree in Social Work (MSW) from the College of Social Work, Nirmala Niketan, University of Mumbai.

How Can We Make
Social Innovation
Sustainable and Smart?

BY IRENE WU

In 2005, One Laptop Per Child (OLPC) launched a global initiative to improve education quality and information access by providing school children with laptops. Assuming expertise in education, the OLPC project provided no training for or a buy-in process with teachers or parents on how best to utilize this technology. After months of hype and millions of dollars in expenditure, randomized control trials in Peru and Nepal found no effect on enrollment and test scores.

The above example is hardly an anomaly. Lifestraw and PlayPump, two of the most promising ideas of the 2000s, have both failed to solve the development issues for which they were intended. In many cases, the implementation for these services and products does not adapt to local contexts and the intended beneficiaries are often left out of the design process. As a result, most of the interventions were unfeasible and unsustainable, and communities' needs went unmet. Worse yet, this top-down development approach perpetuates existing power dynamics between the donors and underdeveloped communities, ossifying Neocolonialist sentiments and stripping communities of ownership over their own development.

The Business of Innovation

It seems quite clear that in business, when companies have ideas of new products, market research has to be conducted to gauge user needs and interests. After an arduous and often lengthy procedure of prototyping, market-testing and gathering user feedback, the product finally launches. Each step involves painstaking detail, thought, and analysis. When the product is marketed in a different country or region, the product is often adapted to local culture, taste, and needs (think McDonald's variation of menu items in different countries). Yet in development, the end users of projects often are not consulted, and the products are not localized. This is largely due to policymakers and development institutions commonly viewing knowledge of the poor as inferior.

Modern Social Innovation Programs—For Whom?

Fast forward to 2017. There is a new trend in social innovation, whereby regional and international organizations host competitions that encourage youth to design solutions targeted at the 17 UN Sustainable Development Goals. Most of these programs require registration fees and favor sophisticated, technology-driven solutions. This effectively excludes the population for whom these solutions are created since they do not have access to these opportunities and often do not have the skills and resources to design such elaborate projects. Because these competitions usually have a short timeline and the project designers are not from the target beneficiary group, they may lack an in-depth understanding of the challenges, thus creating solutions that do not necessarily address the root causes. This new wave of young social innovators, altruistically motivated, are under tremendous pressure to quickly prove their ideas before funders move onto new projects. This discourages them from taking the time to go through the abovementioned business innovation process. When the project is more accountable to the donors rather than the beneficiaries, it is difficult to imagine a successful implementation and sustained impact.

Sustainable Development Begins with Local Empowerment

At JUMP! Development we believe that smart and sustainable innovation comes from the people who are living with the problems. Experience on the ground has taught us that under-resourced communities are experts in their own needs and challenges; after all, they are affected directly by the various issues. There is also an abundance of youths who are motivated to improve their communities. However, they may lack the skills and resources to do so, and due to a history of foreign aid and top-down interventions, many communities simply do not believe that they can do anything without the government or an influx of cash.

In light of this, every program and activity designed and facilitated by JUMP! Development intends to inspire, empower and engage locally. Instead of delivering our development programs directly, we adopt a "train the trainer" model where our staff work with a local partner – NGO staff— on facilitation and program preparation. This way, the curriculum is tailored to local contexts and the facilitation occurs in the indigenous language. Through a series of community building activities, participants in J! Development programs begin to break barriers and establish trust. The Open Space discussion sessions allow participants to talk freely and comfortably about urgent community challenges, and the hands-on needs assessment and Design Thinking workshops equip participants with the skills to prototype solutions to these challenges. Finally, selected project teams are supported with modest seed funding and mentorship as they kick-start their projects and begin to impact in their communities.

With this multilayered training model and wrap-around entrepreneurship approach, both the local NGO and the program participants develop the agency and capacity to become better leaders and active change makers in their communities.

The Venerable Hour Sokrath, the Executive Director of Green Umbrella (JUMP! Development's NGO partner in Cambodia), stated during our recent program near Phnom Penh, "A week ago, these students had never heard of project planning. Now they are designing their own impact projects, writing their mission statements, and planning all the details. That is amazing and unbelievable." A local facilitator from the same program said that some of the students had expressed their commitment to fundraise for their projects even if they were not selected in this program. Another facilitator from the 2016 Chiang Mai program told me that through this experience, she had become a better leader by utilizing some of the activities in her own classroom.

A Bottom-Up Approach to Development

Our approach to development is less technology-driven than the latest smartphone apps for the poor, it is cheaper than distributing laptops, and it works. We empower locals and enable grass-root efforts. This created a ripple effect within the communities we serve, and we are confident that in a few years, these local change makers will take over the work completely. Only then will our work be complete, at which time we will begin working with other communities eager to guide their own development. ⓘ

A graduate of the Johns Hopkins University, University of Michigan, and Vanderbilt University, Irene has pursued her goal of societal improvement as a professional musician, educator, policy researcher, and international development worker. Irene's most recent endeavor with the JUMP! Foundation gave her the opportunity to design and direct youth social innovation programs in under-resourced communities in China, Thailand, Cambodia, Myanmar, and Indonesia.