

# iMPACT

Insights & Inspiration for Social Innovation

Stitching Pathways of Possibility - Empowering Women through Tailoring Education by Dr. Meenakshi Krishnaraj **23**

Prajaahita Foundation: Inclusive Education for Children with Disabilities **40**

Education for sustainable development links sustainability to our everyday lives by Veera Kaarela **50**



## Education & Skills Development

Wings of Knowledge: Education and Skills that Help You Soar

# EDUtech\_ASIA

8-9 November 2023  
Sands Expo, Singapore

INSPIRATION IN  
EDUCATION

350+ Speakers  
200+ Exhibitors  
8,000+ Attendees



GET YOUR  
TICKETS NOW

Be inspired by 350+  
speakers across 6 Premium  
Conference Stages

Source the latest EdTech  
solutions by 200+  
Exhibitors and Start-ups

Network & share ideas  
with 8,000 Educators &  
EdTechs across APAC

15% OFF  
PROMO CODE:  
**IMPACTEDU**

GET YOUR TICKETS TO ASIA'S LARGEST EDUCATION  
EVENT FOR EDUCATORS & EDTECHS

[www.terrapinn.com/AttendEDUtechAsia23Event](http://www.terrapinn.com/AttendEDUtechAsia23Event)

Under the Patronage of His Highness Sheikh  
**Mohammed bin Rashid Al Maktoum**  
Vice-President and Prime Minister of the UAE and Ruler of Dubai

20<sup>th</sup> Edition

# DIHAD<sup>®</sup>

معرض و مؤتمر دبي الدولي للإغاثة والتطوير  
Dubai International Humanitarian Aid & Development Conference & Exhibition



23 - 25 April 2024 | Dubai World Trade Centre

## HUMANITARIAN DIPLOMACY AND A JOURNEY TO THE FUTURE

The Leading Humanitarian Aid and Development Event

 **12,000+**  
Attendees

 **110**  
Participating  
Countries

 **828**  
Participating  
Brands

 **930+**  
Networking and  
B2B Meetings

 **150+**  
B2B  
Participants

 **60+**  
Buyers from leading  
UN Agencies,  
Foundations and  
Charities

 **50**  
Humanitarian  
Renowned Speakers

 **8**  
Key Sessions

 **16**  
Workshops

[DIHAD.ORG](http://DIHAD.ORG)

ORGANIZED BY

انديكس  
المؤتمرات  
والمعارض  
**INDEX<sup>®</sup>**  
CONFERENCES  
& EXHIBITIONS

# CONTENTS

EDITION 37 | OCTOBER-DECEMBER 2023



## 23 **Stitching Pathways of Possibility - Empowering Women through Tailoring Education**

BY DR. MEENAKSHI KRISHNARAJ

In the heart of Chennai, India, where bustling streets weave tales of diverse lives with conflicting narratives of cultural tradition and modernity, participants in my research study illuminate the intricate interplay between cultural norms, individual aspirations, and the transformative force of flexible vocational education.



## 40 **Prajaahita Foundation: Inclusive Education for Children with Disabilities**

BY PRAJAAHITA FOUNDATION

Very few educational systems accommodate the differential needs and abilities of children with disabilities. That may be because society to a large extent, even parents, fail to see the uniqueness of such children beyond their academic grades.



## 50 **Education for sustainable development links sustainability to our everyday lives**

BY VEERA KAARELA

Climate change has had a profound impact on our societies and tackling it is a cross-sectoral and – societal issue where everyone’s contribution matters.



## 54 **Chris’ Corner**

BY CHRIS MORRIS

As summer sweeps across the UK, where I am currently in transit, it brings with it a delightful sense of anticipation and boundless opportunities. Is the time ripe for young people to seize the moment and conquer the world?

# CONTENTS

4 **EDITOR'S NOTE**

5 **QUOTE**

6 **EVENTS ROUNDUP**

8 **NEWS ROUNDUP**

10 **THIS CAUGHT OUR EYE**

12 **NUMBERS**

## ARTICLE

28 **Revolutionizing Teacher Training: A Critical Path to Address the Global Learning Crisis** by Andreea Dogar

38 **Navigating a New Normal: Why All Nonprofits Should Upscale Their Digital Capabilities and Resilience in 2023** by InfoXchange Samantha

## INTERVIEW

14 **"Civika: A Transdisciplinary Approach to Tackling Global Challenges and Fostering Change-Makers"** by Mr. Elmer Soriano

35 **Highlighting Green Skills: Investment in Technical-Vocational Education infuses Sustainable Solutions for the Energy Sector** by Ms. Diane Le Goff

44 **"HR Transformation with Adrenalin: Pioneering Productivity and Innovation"** by Mr. Srinivas Bharathy

## FEATURE

16 **Driving Sustainable Excellence: Pamerindo Indonesia's Inspiring Journey Transforming the Exhibition Industry and Nurturing Employee Wellbeing** by Pamerindo Indonesia

19 **IN REVIEW**

20 **YOUTH SPEAK**

26 **DEVELOPMENT SCHOOL IN FOCUS**

30 **MANAGEMENT TOOL IN SIMPLE STEPS**

32 **CURATED RESOURCES**

33 **PARTNER FOR PROGRESS**

43 **PROFILE - INTERNATIONAL ORGANISATION**

48 **POST-EVENT HIGHLIGHT**



# iMPACT

Management Team  
**Sreenivas Narayanan**  
**Francis Macatulad**

Core Editorial  
**Ragini K R**  
**Reysha Marie Ruiz**

Intern  
**Trisha Sam**  
**Mikhaella Santos**  
**Edmon Deo Cuaresma**

Creative Designer  
**Kreazhalyn Anog**

Business Development  
**Franz Gabriel Rana**  
**Jessie Lan Pham**

Circulation Director/ Support Director  
**Aru David**  
**Karthikeyan Subburaman**

For Subscriptions  
[subscribe@theimpactmagazine.org](mailto:subscribe@theimpactmagazine.org)

For Editorial  
[editor@theimpactmagazine.org](mailto:editor@theimpactmagazine.org)

For Partnerships  
[partner@theimpactmagazine.org](mailto:partner@theimpactmagazine.org)

For Sponsorships & Advertising  
[advertise@theimpactmagazine.org](mailto:advertise@theimpactmagazine.org)

For General Inquiry  
[info@theimpactmagazine.org](mailto:info@theimpactmagazine.org)

Dear reader,

In the ever-evolving landscape of the 21st century, education and skills development have emerged as the foundations of personal growth, societal advancement, and economic resilience. In this issue of iMPACT, we present to you diverse contributors providing valuable perspectives on educational paradigms, technological progress, and the current trends shaping the landscape of **Education and Skills Development**.

As we navigate the challenges and opportunities of this century, the journey of education and skills development takes on new significance, guiding us toward a future where innovation, creativity, and lifelong learning are the driving forces of success. Within these pages, you will discover a wealth of insights from our conversations with various stakeholders, insightful articles about innovative approaches in addressing educational systems and practices across diverse sectors, and fostering entrepreneurial skills and mindset among the youth.

Our team's dedication to delivering exclusive content for the next generation of change-makers remains unwavering in this edition. In addition to the unique contributions from the experts, the iMPACT Magazine also brings specially curated content for Students and professionals. Find within our pages sections dedicated to your learning, like flexible educational pathways, exploring the effectiveness of learning labs, and learning strategies to maintain sustainable development in education.

We look forward to your feedback, suggestions, and recommendations, as together the impact of our words and your actions shall create a synergy that could transform the world of education. We hope to have your continued support and patronage.

Thank you for your valuable time!

**Warm regards,**  
**Editorial Team**



“

**Education is not just about going to school and getting a degree. It's about widening your knowledge and absorbing the truth about life.”**



**Shakuntala Devi**

# EVENTS ROUNDUP

\*Click for more details

- 1 [Sustainable Brands SB'23](#)  
October 16-19  
📍 San Diego, US  
👤 Sustainable Life Media
- 2 [SBSTTA 25](#)  
October 16-19  
📍 Nairobi, Kenya  
👤 Convention on Biological Diversity
- 3 [PSX 2023](#)  
October 17-19  
📍 Boston, US  
👤 Product Stewardship Society
- 4 [International Lead Poisoning Prevention Week 2023](#)  
October 22-28  
📍 Worldwide  
👤 World Health Organization
- 5 [Singapore International Energy Week 2023](#)  
October 23-27  
📍 Singapore  
👤 Government of Singapore
- 6 [Arab Forum for Environment 2023](#)  
October 24-25  
📍 Muscat, Masqat, Oman  
👤 United Nations Environment Programme
- 7 [VERGE 23](#)  
October 24-26  
📍 California, US  
👤 GreenBiz
- 8 [Aidex 2023](#)  
October 25-26  
📍 Palexpo, Geneva  
👤 Aidex
- 9 [9th Asia-Pacific Housing Forum](#)  
October 26-27  
📍 Suwon, South Korea  
👤 Habitat for Humanity
- 10 [Solar World Congress 2023](#)  
October 30-November 4  
📍 New Delhi, Delhi, India  
👤 International Solar Energy Society (ISES)
- 11 [28th Session of the International Seabed Authority Assembly and Council \(Part III\)](#)  
October 30-November 8  
📍 Kingston, Jamaica  
👤 International Seabed Authority (ISA) Assembly and Council
- 12 [Aquaculture 2023](#)  
November 1-3  
📍 Taipei, Taiwan  
👤 TAITRA (Taiwan External Trade Development Council)
- 13 [EdTech Asia Summit 2023](#)  
November 2-3  
📍 Bali, Indonesia  
👤 EdTech Group Pte Ltd







**14 Vienna Energy Forum 2023**

November 2-3

📍 Vienna, Wien, Austria

👥 Austrian Government, International Institute for Applied Systems Analysis (IIASA), UN Industrial Development Organization (UNIDO)

**15 2023 8th Asia Conference on Environment and Sustainable Development**

November 3-5

📍 Sapporo, Japan

👥 iNehc, IJESD, Yokohama National University, National Institute for Environmental Studies Japan

**16 GEO Week 2023**

November 6-10

📍 Cape Town, Western Cape, South Africa

👥 Groups on Earth Observations

**17 77th Meeting of the CITES Standing Committee**

November 6-10

📍 Geneva, Geneve, Switzerland

👥 Convention on International Trade in Endangered Species of Wild Fauna and Flora

**18 19th Annual General Meeting of the Intergovernmental Forum on Mining, Minerals, Metals and Sustainable Development**

November 7-9

📍 Geneva, Geneve, Switzerland

👥 UNCTAD

**19 AI Asia Expo**

November 10-12

📍 Marriott Grand Ballroom (MGBX) Convention Hall, Metro Manila, Philippines

👥 Department of Trade and Industry Philippines and Singapore Industrial Automation Association

**20 12th Meeting of the Ad Hoc Open-ended Working Group on Article 8(j) and Related Provisions of the CBD**

November 12-16

📍 Geneva, Geneve, Switzerland

👥 Convention on Biological Diversity

**21 23rd Meeting of the Contracting Parties to the Barcelona Convention (COP 23)**

December 4-8

📍 Piran, Postojna, Slovenia

👥 United Nations Environment Programme

**22 OEWG 2: Science-Policy Panel to Contribute Further to the Sound Management of Chemicals and Waste and to Prevent Pollution**

December 15-22

📍 Sands Expo, Singapore


👥 UN Environment Assembly (UNEA)

---

To include your event in this section, please email details of the event, in the format above to [editor@theimpactmagazine.org](mailto:editor@theimpactmagazine.org)


## India lunar rover first to walk near the Moon's south pole

**O**n the evening of August 23, 2023, India became the fourth country to successfully land on the moon and the first country to land near the lunar south pole with the spacecraft Chandrayaan-3. Weighing 3,900 kg, it consists of the propulsion module, the lander Vikram, and the 6-wheeled rover Pragyan. This moves at a speed of 1 cm/sec and has about 14 days to study the moon's surface after which it will be put to sleep for the next 14 days.

With its estimated budget of ₹ 615 crores (approx. \$75 million), it is recognized as one of the cheapest and most cost-effective space programs. This is less than half of Russia's Luna-25 at ₹ 1,600 crore and China's first probe at ₹ 1,610 crore. Aside from this, the significant upgrades over its failed predecessor, rigorous testing, and the optimal location for the launch all contributed to Chandrayaan-3's historic success. 

## Why did UNESCO call for a global ban on smartphones in schools?

**I**n their recent 2023 Global Education Monitoring (GEM) Report, "Technology in education: A tool on whose terms?" the United Nations raises the concern about using technology in class, including smartphones. While some technology does support some forms of learning, its excessive and inappropriate use can quickly become a distraction to learning. Moreover, it can also bring risks to the privacy and well-being of young children with most countries lacking laws on data privacy in education.


Around one in four countries ban the use of smartphones in schools, while others only ban it in class or only ban specific applications due to privacy concerns. The GEM report emphasizes putting the learners first, and that it is the responsibility of schools to ensure that technology in education should only be appropriate, equitable, scalable, and sustainable. 

## UNESCO: Climate change and the right to education in the Asia-Pacific region

**M**ost of the world's new disaster placements are recorded in the Asia-Pacific region. UNESCO's new study reveals that in this region, climate change and displacement exacerbate existing inequalities and barriers to education, especially for the poor and marginalized. During disasters, education is disrupted by the closure and use of schools as emergency shelters.



Moreover, learning is further delayed by the inconsistent and disintegrated disaster response policies and measures by the government. They also revealed that climate-displaced persons often have education below their priorities due to the lack of financial resources, but otherwise also face administrative and language barriers in their access to education.

Among the countries studied, only Bangladesh had a comprehensive, national-level policy protecting the right to education of people displaced by climate change. Hence, UNESCO continues to advocate for the right to education by urging the need to address these barriers and providing guidance for policymakers. 

## Deadly Nipah Virus Outbreak in India

**I**n the Indian state of Kerala, the contagious Nipah virus has reemerged, taking the lives of two people in the outbreak, which has prompted health authorities to take immediate action to contain the spread of the disease in the region. 700 close contacts have been tested for the virus with 77 individuals being considered as 'high risk' of contracting the disease. Individuals at high risk have been urged to self-quarantine and monitor their health closely. The disease has been identified in Kozhikode district, prompting residents to adhere to recommended health guidelines.



Source: edition.cnn.com

Authorities in the district have temporarily halted school classes and designated seven villages as containment zones.

In Kerala, health officials are swiftly responding, tracing contacts, and isolating infected individuals. Quarantine measures are enforced, and medical facilities are well-equipped. The virus spreads through contaminated food or direct contact, causing severe respiratory and neurological symptoms, sometimes leading to fatal encephalitis. No vaccine exists, with limited treatment for patient care. International health organizations are assisting Indian authorities and coordinating research efforts. [i](#)

## UNESCO: 250 million children now out of school



Source: UNESCO

**A**ccording to the 2023 Mid-term Progress Review by UNESCO, the 250 million out-of-school children is an increase of 6 million since 2015. This has been exacerbated by the recent policy changes in Afghanistan as the Taliban restrict the rights of girls to education, among their other freedoms being taken away. This weakens the position of all UN Member States to attain the 2030 UN Sustainable Development Goal No. 4 which is the quality education for all. If the countries had remained on pace to achieve this SDG, these nations should have six million more children should be in preschool, 58 million more children and adolescents should be in school, and at least 1.7 million more primary school teachers should have been trained.

Thus, to achieve SDG by 2030, countries need 1.4 million children enrolling in preschool annually, a new child every two seconds. Primary completion rates must triple. Globally, completion rates rose 2.1% for primary, 2.8% for lower secondary, and 4.9% for higher secondary education from 2015 to 2021. However, sub-Saharan nations lag behind, with 92% completing primary, 81% lower secondary, and 62% higher secondary education. Despite high primary completion, 2 to 4 children out of 10 may not finish secondary education due to economic or social factors like child labor, low-wage jobs, or child marriage. [i](#)


# THIS CAUGHT OUR EYE

## Sustainability through the eyes of a restaurant owner



Source: [theworlds50best.com](https://www.theworlds50best.com)

**L**ast March 28, 2023, the Filipino restaurant Toyo Eatery won the sustainability prize for Asia's 50 Best Restaurant awards. What does it mean to be sustainable? The chef-slash-owner Jordy Navarra centers his philosophy on using what you have around you and sourcing local ingredients. He extends this to the restaurant's furniture and other materials as he engages local communities and the supply chain of small-scale farmers and craftsmen. They also minimize their carbon footprint through composting, recycling, and a predominantly vegetable-based menu.

Toyo Eatery not only exhibits sustainability of the environment but also of people and cultural heritage through its efforts to foster long-term relationships with local producers and artisans. From produce to people, their experiences lead them to continuously re-evaluate their definition of sustainability, a skill pertinent in this rapidly changing world, as all these aspects of sustainability are important in preserving the planet. 

## Poachers-turned-conservationists restore coral reefs in Indonesia

**T**wenty years ago in the Spermonde Islands in Indonesia, coral reefs had been depleted by the combination of high demand for fish and exotic corals and illegal fishing methods. Currently, ex-poachers who bombed and poisoned corals are working as conservationists under the scientist Syafyudin Yusuf in rehabilitating these corals. Together, they were able to restore 2 out of the three hectares of damaged coral reefs on the small island of Badi of Spermonde.


Their story highlights the inextricable link between the social and environment. While it is important to protect our environment, we cannot simply disregard the people's right to livelihood. The former poachers only knew illegal fishing to live and survive, something they thought Yusuf would take away from them. Instead, he gave them knowledge on conservation and increased their welfare, exhibiting how capacity building can allow the mutual growth of people and the environment. 



Photo by Euronews Green with Reuters



# FIND NEW BUSINESS OPPORTUNITIES SHARE YOUR EXPERIENCE

---

The Assortis Net4dev online networking event offers a **stage for the business** actors of the development aid community to connect, exchange ideas and **explore potential collaborations.**

Impact readers will benefit from a 5% discount by using the promo code: **N4D-IR1123**

---

TO KNOW MORE AND REGISTER, VISIT [www.net4dev.org](http://www.net4dev.org)

**NET4DEV** ONLINE  
NETWORKING **EVENT**

**28-29-30**  
**NOVEMBER** 2023



# NUMBERS

In the fastest growing jobs list, **AI and machine learning** stood at the first position with about **40% growth** in the upcoming 5 years.

Close behind was the profession of **environmental professionals** with an estimated growth rate of **30-35%**

While not mentioned in the top 10 chart, it is interesting to note that while the top positions are occupied by jobs that will grow because of digital transformation, jobs like vocational teachers, heavy vehicle drivers, etc. are also set to increase over time.

In contrast, the jobs that are decreasing are those that can easily be replaced by technology. These include **clerks and bank-tellers**, which will see a **decline** of about **40%** due to the introduction of net banking services. Other jobs occupying a high position in the job destruction table like postal service clerks, ticket clerks, data entry clerks, etc. will also lose jobs to online services and new technologies in the near future.

## Fastest growing vs fastest declining jobs

### Top 10 fastest growing jobs

-  **AI and Machine Learning Specialists**
-  **Sustainability Specialists**
-  **Business Intelligence Analysts**
-  **Information Security Analysts**
-  **Fintech Engineers**
-  **Data Analysts and Scientists**
-  **Robotics Engineers**
-  **Electrotechnology Engineers**
-  **Agricultural Equipment Operators**
-  **Digital Transformation Specialists**

### Top 10 fastest declining jobs

-  **Bank Tellers and Related Clerks**
-  **Postal Service Clerks**
-  **Cashiers and ticket Clerks**
-  **Data Entry Clerks**
-  **Administrative and Executive Secretaries**
-  **Material-Recording and Stock-Keeping Clerks**
-  **Accounting, Bookkeeping and Payroll Clerks**
-  **Legislators and Officials**
-  **Statistical, Finance and Insurance Clerks**
-  **Door-To-Door Sales Workers, News and Street Vendors, and Related Workers**

- The biggest jump in the fastest declining jobs list is that of bank tellers and related clerks, which rose from the 15th position to the 1st position within a period of just 3 years.
- The fastest-growing table is mostly the same- in the 2020 report, AI and Machine Learning occupied the second position with Data Analysts and Scientists occupying the first positions. **"Sustainability Scientists"** is a new introduction to the top 10 list. It wasn't even in the top 20 list as of 2020. This can be attributed to the increasing importance of ESG standards.
- Going even further back to the 2018 report, we can reaffirm that diminishing clerks and rising technology specialists is not new- the 2018 report listed them in "redundant roles" and "new roles" columns specifically.
- Reports also show that the skills that companies most value in employees are their analytical skills, followed by creative thinking. Such skills are difficult to duplicate through technology and hence are very crucial in the next generation of youth who are new to the job market.

#### REFERENCES:

- "The Future of Jobs Report 2023." World Economic Forum, 2023. [www.weforum.org/reports/the-future-of-jobs-report-2023](http://www.weforum.org/reports/the-future-of-jobs-report-2023).
- "The Future of Jobs Report 2020." World Economic Forum, 2020. [www.weforum.org/reports/the-future-of-jobs-report-2020](http://www.weforum.org/reports/the-future-of-jobs-report-2020).
- "The Future of Jobs Report 2018." World Economic Forum, 2018. [www.weforum.org/reports/the-future-of-jobs-report-2018](http://www.weforum.org/reports/the-future-of-jobs-report-2018).

# INTERVIEW

## Civika: A Transdisciplinary Approach to Tackling Global Challenges and Fostering Change-Makers

**Q:** Could you give a brief background of Civika?

**A:** “Civika comprises a diverse range of labs, currently encompassing approximately 15 labs at different stages of development. Conceptually, Civika can be likened to a university with distinct departments, such as nursing, education, and engineering. However, our labs operate on a different principle, serving as dynamic learning environments that prioritize practicality and realism. Rather than being centered around specific disciplines, our labs adopt a problem-centric or solution-centric approach. Consequently, it matters little whether you have a background in psychology, nursing, engineering, or any other field. If you are involved in a lab focused on addressing food security in the Cordillera region, you can leverage your knowledge from various disciplines, including psychology, engineering, accounting, or any other relevant field. The emphasis is placed on collectively tackling the issue of food security through a transdisciplinary approach, and this applies to other socio-economic issues as well. The different thematic areas under Civika are diverse. For example, we have the zero hunger lab, financial inclusion lab, blue economy lab, primary healthcare lab, and the social finance lab.”



**Q:** Do the labs aim to target specific Sustainable Development Goals (SDGs)?

**A:** “The relationship between the Sustainable Development Goals (SDGs) and the labs is interesting and context-dependent.

While each SDG corresponds to a lab, the naming of the labs can vary based on how the SDGs are framed in different countries. The SDGs are easily identifiable by their numerical order, but awareness and understanding of them may differ among various sectors and individuals. Therefore,



# INTERVIEW

## ▶ ABOUT MR. ELMER SORIANO

Mr. Elmer Soriano is the Managing Director at Civika Leadership Lab, who graduated from Harvard Kennedy School in the United States. He is a visionary leader dedicated to fostering innovative education and empowering change-makers through transdisciplinary approaches.



when naming a lab, it's crucial to consider the prevailing discourse or context within the sector or country. For instance, the financial inclusion lab was established in response to the national commitment to financial inclusion mandated by the Central Bank in the Philippines, even though it may not be a prioritized area in other sectors. The lab provides an opportunity to bridge the gap and involve others who are still catching up with the concept. **The labs are derived from the SDGs and serve as foundations for addressing challenges within their respective focus areas, but ultimately, our labs are context-dependent on the country's socio-economic and political environment.**

**Q: Is Civika primarily focused in the Philippines, or does it also address global issues? For instance, in the food security lab, does it explore food security concerns beyond the Philippines?**

**A:** "Civika is a for-profit entity registered in both the Philippines and the US. **While most of our work has been centered in the Philippines, we also engage in some transnational initiatives.** We currently have a fellowship program running in the US. The intention is for the labs to become like a network where hundreds of universities are operating labs focused on specific goals, such as the zero hunger lab. Ideally, we envision having zero hunger labs not only in the Philippines but also in countries like Indonesia and Cambodia."

**Q: In contrast to other universities that focus on developing leaders, do you aim to create both leaders and changemakers? Or are leaders and changemakers considered to be on the same level? Alternatively, do you believe that leaders are distinct from changemakers?**

**A:** "The concept of leadership is often associated with formal authority, such as being elected or holding a hierarchical position in an organization. These leaders have authority over others and operate within structured systems where people are expected to follow them. However, I believe that changemakers, who can be influential figures like YouTubers, do not necessarily possess formal authority. They lead by inspiring and engaging their audience, driving changes in behavior and mindset. While they lack formal authority over others, their ideas and persuasive influence make them effective agents of change. This intersection between leadership and changemaking highlights the distinction between formal and informal authority. **The perception of authority usually implies formal authority, but there are nuanced differences between authority and leadership in my view.**

**Q: What do you think are the essential components required to establish a social lab if universities want to create their own kind of lab, and what are the key factors that they should consider?**

**A:** "I think all you primarily need is an instructor who is willing to transform their teaching method. **The transition to a more effective teaching method requires instructors who are willing to embrace creative inquiry and engage their learners, moving away from reproductive education and moving towards innovative education.** While mathematical concepts and generally speaking, reproductive education, still play a role in problem-solving, the emphasis is on assembling these concepts to find innovative solutions. **At the department and university level, continuity in research and knowledge accumulation should be supported, allowing for a build-up of valuable knowledge from semester to semester.** Faculty members should align student research with their own and encourage co-authorship, elevating the students' level of engagement. Lab-to-lab collaboration, as seen in institutions like MIT, fosters a hyper-collaborative environment where collective intelligence and genius are unlocked. **It's important to recognize that productivity in innovation is not solely dependent on individual intelligence but also on the enabling environment and structures that can be established within universities which can enhance the collective ingenuity of students.**

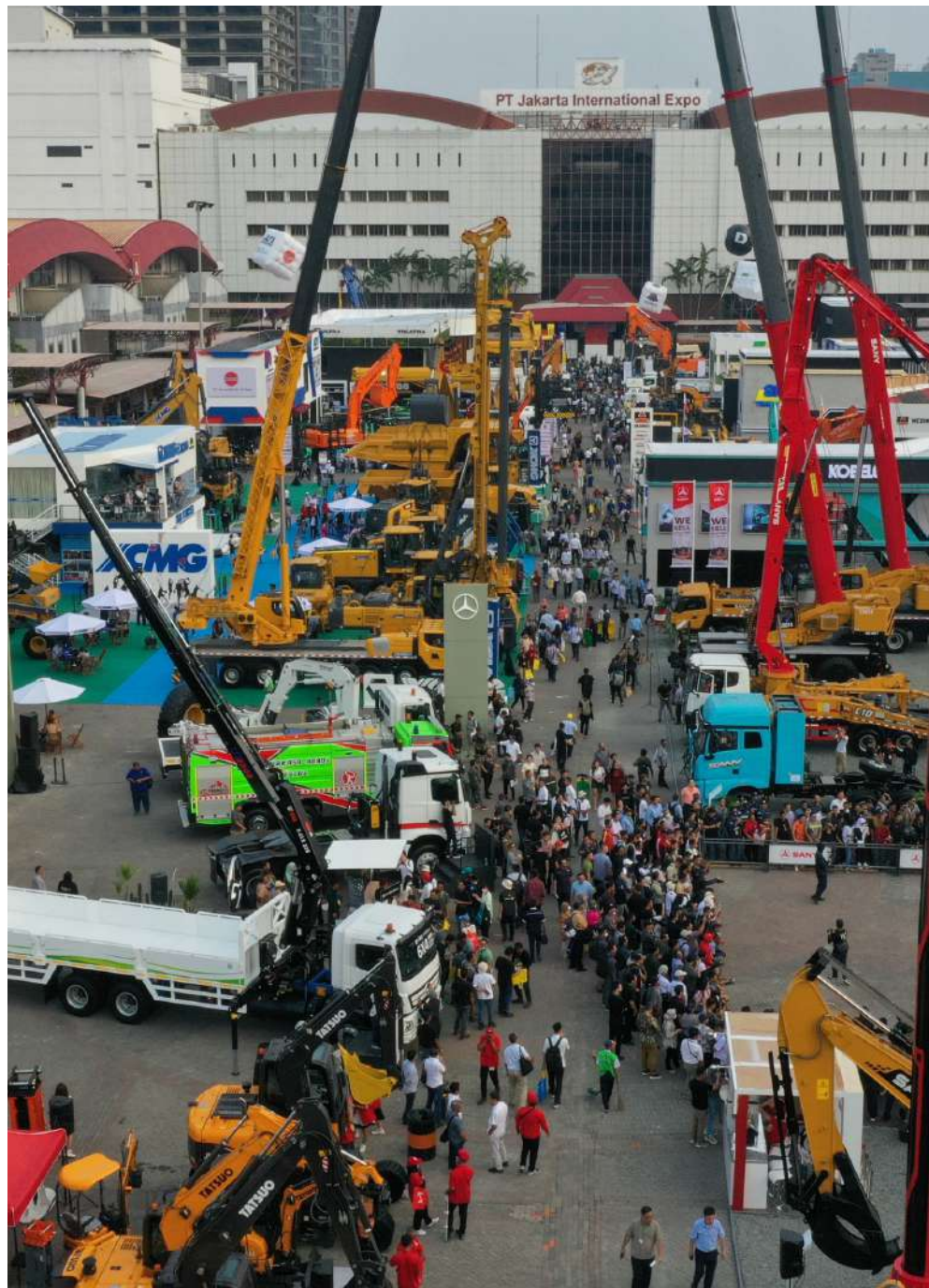
# FEATURE

## Driving Sustainable Excellence: Pamerindo Indonesia's Inspiring Journey Transforming the Exhibition Industry and Nurturing Employee Wellbeing

BY PAMERINDO INDONESIA

**P**amerindo Indonesia, a leading exhibition organizer and part of Informa Markets, is fully committed to sustainability. Through Informa's five-year sustainability program, FasterForward, Pamerindo Indonesia has made determined commitments to embed sustainability in all aspects of their operations. The FasterForward program focuses on key areas where they can have the most significant impact: their operations, the content and knowledge provided by Informa's brands, and the communities they engage with, including fostering positive engagement within the company itself. By incorporating sustainable practices into their daily work environment and exhibitions, Pamerindo Indonesia not only reduces their environmental impact but also positively influences the mental well-being of their employees.

This article explores the sustainable initiatives implemented by Pamerindo Indonesia in their workplace environment and during their exhibitions, highlighting the profound impact these efforts have on fostering a healthier and more fulfilling environment for everyone involved.



# FEATURE

Among their event portfolios, the Indonesia Energy & Engineering (IEE) Series stands out as an exemplary case of actively implementing and promoting sustainability. The IEE Series acts as a catalyst for accelerating sustainability by connecting industry leaders, fostering innovation, and encouraging collaboration.

Furthermore, the IEE Series helps businesses earn the trust of their stakeholders by assisting them in achieving their sustainability goals. The IEE network includes sustainability hubs, government agencies, private sector companies, universities, and NGOs, all working together to create innovative technologies. By providing a platform for energy, electricity, oil and gas, mining, construction, engineering, and water management, the event offers access to the latest technologies and best practices that contribute to more efficient and sustainable business growth.

## Promoting a Positive Work Environment:

Pamerindo Indonesia has cultivated a truly positive work environment that nurtures growth, collaboration, and employee satisfaction. The company places a strong emphasis on creating a supportive atmosphere where employees feel valued, respected, and motivated to excel. They encourage open communication channels, allowing employees to voice their ideas, concerns, and suggestions,

fostering a culture of innovation and continuous improvement. Pamerindo Indonesia recognizes that sustainability extends beyond environmental concerns and encompasses the well-being of their employees. With this understanding, the company integrates sustainable practices throughout the exhibition planning and execution process.

## Work-Life Balance and Wellbeing Support:

Acknowledging the demanding and stressful nature of exhibitions, Pamerindo Indonesia prioritizes work-life balance and supports the well-being of their employees during these events. They provide relaxation spaces and wellness activities to ensure that employees have opportunities to recharge and take care of their mental and physical health. When designing and organizing exhibitions, Pamerindo Indonesia prioritizes sustainability by creating environmentally friendly exhibition spaces, using sustainable materials, and employing energy-efficient lighting. They also focus on waste reduction and minimizing their carbon footprint. By promoting work-life balance and implementing sustainable practices in their projects, Pamerindo Indonesia fosters a positive and inspiring work environment that uplifts the mental well-being of their employees.

## Examining the Overall Impact:

Pamerindo Indonesia goes beyond the exhibition itself and conducts

post-event sustainability evaluations. They assess the success of their sustainable practices, identify areas for improvement, and establish benchmarks for future exhibitions. This commitment to continuous improvement not only enhances their environmental impact but also demonstrates their dedication to the well-being of their employees by creating sustainable and fulfilling work experiences.

## Conclusion:

In conclusion, Pamerindo Indonesia, as part of Informa Markets, sets an exemplary standard for commitment to sustainability in their exhibitions, which has a profound impact on the mental well-being of their employees. By integrating sustainable practices into their daily work environment and exhibitions, the company not only reduces their environmental impact but also fosters a positive work environment that promotes growth, collaboration, and employee satisfaction. Their integration of sustainable practices throughout the exhibition planning and execution process, along with post-event sustainability evaluations, showcases their dedication to continuous improvement and the creation of sustainable and fulfilling work.

# aidex<sup>®</sup> 2023

THE GLOBAL  
HUMANITARIAN AID EVENT  
25-26 OCTOBER 2023, PALEXPO, GENEVA

**Headline Sponsor:**

 **Stellar**

---

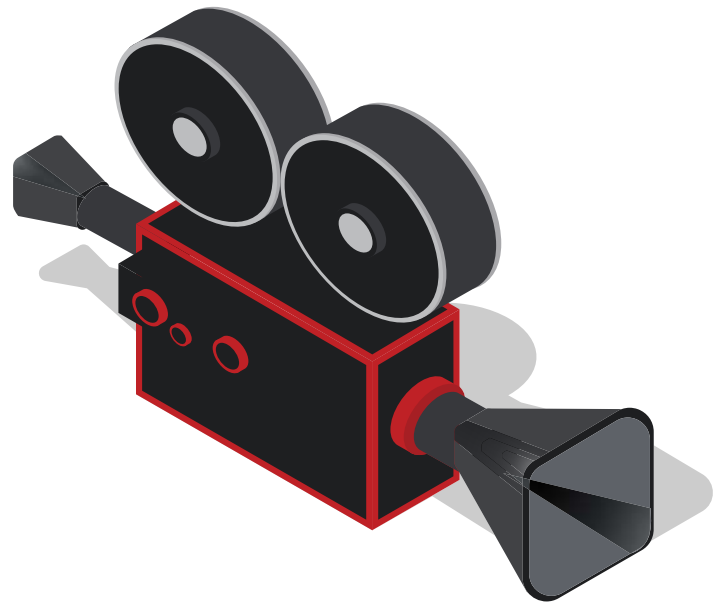
# IN REVIEW

---

## Documentary

### Girl Rising

Girl Rising is a documentary which tells the stories of nine different girls from across the world crossing obstacles in order to obtain education. Made by a non-profit organisation with the same name, the NPO through this film wished to “catalyse change” by harnessing the power that storytelling holds.



## Video/Documentary

### The Revolutionary Optimists (2013)

This documentary follows the story of children living in slum areas in Kolkata, India, who are striving to bring about change in the lives of the poor. These children seek to transform their lives, and the lives of those around them in order to try to ensure equitable access to resources and opportunities.



---

## Podcast

### The Global Development Primer

by Dr. Robert Huish

The perfect podcast for an international development student, this podcast talks about all the major issues that the world is facing in current times. While doing so, it also features the works of researchers in that particular focus area, which is bound to add to your knowledge of global issues!

---

# YOUTH SPEAK

---

## Unlocking Potential: Exploring Education in the Philippines and India

---

Education systems are the bedrock of nations, shaping future generations and influencing societal progress. Their impact resonates far beyond classrooms, determining not only individual destinies but also the trajectory of entire countries. From developing essential skills to molding perspectives, education intertwines with economic growth, social equity, and cultural vitality.

---

Let's take a closer look at developing countries like the Philippines and India. Here, education isn't just an important legacy imparted by parents to their children, but also a key to social and economic mobility. However, the lack of financial resources puts education as a secondary priority to basic needs, further marginalizing the poor with inequitable access to education. Both nations struggle to balance the significance of education with economic realities. **This highlights a common challenge faced by developing countries—equitable access to education while navigating the complexities of poverty and limited resources.**

In the Philippines, the 1987 Constitution upholds the rights of all Filipino citizens to quality education. However, there are still disparities in social classes, geographical areas, and sexes. **There is an unequal distribution of education across regions and provinces, with poor provinces experiencing more inequality than non-poor provinces,** due to varying poverty incidence



and income gaps across regions. The gender gap is also evident nationally, as towards high school, fewer males stay in school than females due to pressure to work, peer influence, and vices, among others.

Now, let's shift our lens to India. While urban areas, exemplified by Delhi and Mumbai, boast top-tier institutions and well-equipped labs, rural regions face resource shortages and inadequate teachers. **This divide deepens socio-economic inequalities, making education a privilege rather than a right.** Female dropout rates due to pressure to marry further complicate the scenario. **Overcrowded classrooms in both contexts impede personalized learning and critical thinking development, contributing to a gap between education and employability.**

Access to education, however, is only part of the story. Quality education is the other side of the coin. In the Philippines, this is reflected in the poor performance of students in national and international tests such as the National Achievement Test (NAT) and the Programme for International Student Assessment (PISA). The 2019 NAT results showed low proficiency levels in Science, Math, and English in grades 6, 10, and 12 students. These results are also confirmed in the 2018 PISA, where Filipino students ranked last among the 79 participating countries in reading, while almost last in science and mathematics.

On the other hand, despite widespread access to education,

India had similar PISA results, signifying problems with academic performance and outcomes. There is a discrepancy between enrolment and successful learning outcomes, as revealed by the Annual Status of Education Report (ASER), which demonstrates alarming levels of foundational learning deficits among students. This highlights the urgent need to close the gap between access and quality.

### **The quality conundrum may partly stem from budget constraints.**

Among ASEAN countries, the Philippines allocates the lowest budget for education, resulting in inadequate infrastructure, outdated teaching methods, and large class sizes. Teachers, the backbone of education, are often overworked, underpaid, and undertrained, further exacerbating the problem.

But here's the silver lining. The Indian Secretary of Education, K Sanjay Murthy, envisions holistic and inclusive education, promoting skills, curiosity, and societal responsibility. They believe that initiatives to bridge gaps and emphasize experiential learning could drive transformative change. For this, a fundamental shift is needed in the perspective that schools are solely factories churning out future workers and moneymakers. Instead, schools should be seen as platforms for cultivating well-rounded individuals who contribute meaningfully to society.

Meanwhile, the Philippines needs to focus on improving the capacity of the government to improve the

quality and relevance of the teaching and learning environment. They also need to push for a policy reform that can efficiently address the learning crisis, while also reimagining a better education where the youth are nourished, supported, and empowered to achieve their full potential and exercise active citizenship.

### **For a truly equitable educational experience, free access to quality education is paramount.**

This enables every child, irrespective of background, to explore their potential. Moreover, providing additional support to teachers—enhancing their training, resources, and autonomy—strengthens their ability to foster students' holistic growth.

Innovation lies at the heart of this vision. **Interactive learning tools, project-based assessments, and collaborations with local communities can drive engagement and bridge the gap between theory and practice.** By adopting these strategies, the Indian and Philippine education system can become a launchpad for individuals who are not just academically adept but also socially aware, contributing positively to India's multifaceted development landscape.



# ASIA-PACIFIC AGRI-FOOD INNOVATION SUMMIT

Singapore, October 31 - November 2, 2023

HOSTED BY **rethink.**

IN PARTNERSHIP WITH **TEMASEK**

## Accelerating the Transition to a Climate-Smart Food System

Proud Anchor Event Of:



**Learn from and connect with 1,000+ senior agri-food decision-makers and innovators at the sixth annual summit**

Dedicated tracks for agriculture, food-tech, CEA and blue food will be enhanced by start-up pitching sessions, happy hour networking, a menu packed with new and innovative products, and plenty of opportunities to connect with key industry stakeholders and innovators.



10% OFF TICKET  
DISCOUNT CODE:  
**ASSIST10**

[www.agrifoodinnovation.com](http://www.agrifoodinnovation.com) #APACAgrIFood

**rethink.**  
a WilliamReed company



# ARTICLE

## Stitching Pathways of Possibility: Empowering Women through Tailoring Education

BY DR. MEENAKSHI KRISHNARAJ



**I**n the heart of Chennai, India, where bustling streets weave tales of diverse lives with conflicting narratives of cultural tradition and modernity, participants in my research study illuminate the intricate interplay between cultural norms, individual aspirations, and the transformative force of flexible vocational education.

I began my Ph.D. research at the University of Sydney, 4 years ago. I began exploring the role of flexible education in supporting the narratives of self-fulfillment for women in Chennai. As a part of my research, this exploration uncovers the manifold ways in which flexible education pathways, specifically those rooted in vocational training, can be a cornerstone to supporting women's agency in the development landscape. These narratives delve into the profound questions of identity, purpose, and fulfillment, highlighting the potential of tailoring education to reshape the lives of women in India.

# ARTICLE



## Unlocking Identity Beyond Norms

In a society where individualism has often been eclipsed by collective identity<sup>1</sup>, women have historically been relegated to predefined roles like mothers, wives, and daughters, embodying the nation's image<sup>2</sup>. Yet, beneath this surface lies a multitude of personal questions – “Who am I? What ignites my sense of purpose? How do I define a fulfilled life?” While these inquiries are universal, the traditional Indian narrative has often ignored the individual voices, favoring collective representation. This skewed perspective has hindered women's diverse aspirations and values from receiving due recognition<sup>3</sup>.

Education, often heralded as a tool of empowerment, sometimes

exacerbates the issue by promoting specific outcomes and capacities, thereby overshadowing unique aspirations<sup>4</sup>. The pursuit of adult education, aimed at inclusivity and participation, inadvertently imposes certain roles and norms, which can limit personal growth<sup>5</sup>. When educational systems privilege certain aspirations and roles, it inadvertently fosters gender regulation, enforcing gender-based norms and behaviors<sup>6</sup>.

The study delved deeper into the evolving aspirations and values of women who had pursued tailoring from local NGOs, revealing a crucial need for programs that adapt to their changing life phases. It became evident that these women were not solely driven by economic gains; instead, they sought a delicate balance between various

roles. The study highlighted their desire for flexibility in managing family, education, and employment responsibilities, underscoring the importance of accommodating these diverse roles. It was intriguing to find that programs aligning with these aspirations had a significantly larger impact. Moreover, programs that offered support across multiple avenues - family, education, and work - garnered particular favor among these women. This suggests that tailoring education to suit the changing needs and aspirations of women, while catering to their multifaceted roles, can indeed be a catalyst for empowerment and success.

## Tailoring Education: A Personal Journey

In this complex landscape, vocational education emerges as a beacon of hope – particularly in the context of tailoring. Often dismissed as a mere skill, tailoring is far more than stitching fabrics; it's an avenue for women to redefine their narratives of empowerment. The women who participated came from diverse backgrounds, and predominantly worked as housekeepers, homemakers, and tailors. Before pursuing vocational education, the women in this cohort had internalized the societal expectation of prioritizing caregiving roles. Consequently, they sought programs that could accommodate their existing responsibilities while enabling them to acquire a new skill.



## Safe Spaces - beyond the house

Amidst the urban rhythms, tailoring shops became gendered spaces, mirroring societal disparities. Women's mobility, curbed by family and societal boundaries, wove a complex social fabric. These spaces, spontaneous or nurtured by organizations, held the key to women's evolution beyond domestic roles. Tailoring emerged as a catalyst, offering skills, flexibility, and social ties. In this journey, women's agency bloomed as they harmonized values with ambitions, seeking work-life balance. Mentoring unraveled old norms, weaving confidence and camaraderie. Amidst this change, emotions took center stage – joy, engagement, satisfaction – as women stitched aspirations into life's fabric.

## Learning Beyond the Stitch: Lessons from Experience

The women in this cohort emphasize the pivotal role of learning experiences in shaping their educational journey. They attribute positive experiences to flexible timing, allowing them to balance work and caregiving responsibilities, and to women-only learning spaces that fostered a safe environment for socialization and increased confidence. The absence of age or entry requirements expanded access to the courses, and opportunities

for hands-on projects reinforced learning. Respectful teachers, quality instruction, and personal transformations were identified as factors contributing to positive experiences.

In contrast, negative learning experiences were associated with inexperienced teachers, inadequate curriculum, limited feedback and support, overcrowded classes, and lack of information. The importance of teacher attitudes emerged as a key determinant of the educational experience. Patience and practical learning opportunities were highly valued by the participants.

## Seeds of Change: Tailoring the Future

The importance of understanding women's values and aspirations cannot be overstated. Well-intentioned programs, despite their noble goals, often fail to consider these vital aspects. The success of such initiatives lies in structuring programs that genuinely reflect individual and collective values. Gendered spaces play a crucial role in making these programs accessible for women. The creation of safe environments where women can voice their opinions and experiences is key to fostering empowerment.

Flexible education seamlessly aligned with the concept of flexible employment for the women in this cohort, forming a harmonious cycle of empowerment. The women sought employment options that didn't impose rigid schedules, allowing them to balance their roles as caregivers, learners, and earners. This congruence between flexible education and flexible employment not only eased the conflict between different responsibilities but also facilitated the cultivation of agency.

## Conclusion:

In the evolving narrative of Chennai, the stories of this transformative journey echo loud and clear. Their journey isn't solely about learning the art of tailoring; it's about weaving the fabric of their identities, aspirations, and capacities. These women were balancing tradition and progress, embracing their unique selves while challenging societal norms. The development sector stands to learn immensely from their narratives. Their experiences underscore the need for flexible vocational education that doesn't just provide skills, but supports their narratives of fulfillment reflected by their aspirations, values and capacities.

---

### References:

- <sup>1</sup> Sherman, 2018
- <sup>2</sup> Chaudhuri, 2012
- <sup>3</sup> Bhatia & Singh, 2019; Bhattacharya, 2017.
- <sup>4</sup> Chanana, 1990.
- <sup>5</sup> Burke, 2011; Leathwood, 2006
- <sup>6</sup> Gilat, 2015; Zuckerman, 1997

# DEVELOPMENT SCHOOL IN FOCUS



## SOAS University of London

Ranked by Quacquarelli Symonds (QS) World University Rankings as the second best institute for developmental studies, **School of Oriental and African Studies (SOAS), University of London**, provides interdisciplinary courses in order to understand and aid the process of development, especially for marginalised communities.

What's really unique and different about SOAS as compared to other institutes providing the same course, is the diversity of professors, courses, and things students learn about here. The Department of Development Studies at SOAS has 30 academics, all belonging to different backgrounds in terms of what they specialise in and what they have to offer to the students. These different specialisations include political economy, gender, conflict, forced migration studies, agrarian and labour studies, international development, etc.

Along with these specialisations, SOAS also puts a lot of emphasis on region-specific issues and how to tackle them. Since the student body is highly diverse and consists of people belonging to many different parts of the world, the level of exposure, discussions, debates, and insights that one would get here is unmatched. While the university is not solely for developmental studies, the fact that it does focus on african, middle eastern, and asian studies is a bonus for it provides for specific perspectives and case studies for the students to study and learn from.

Under this department, SOAS also has four different centres, catering to environment, policy, water, illicit economies, etc. These centres consist of prominent researchers from all over the world who seek to address the greatest challenges facing the world at this time. This ensures that along with their coursework, the students at the institution also get to interact with and learn from some of the greatest minds on the planet- all of whom are experts in their respective fields.

With two undergraduate courses along with the many postgraduate ones, this institute provides an opportunity for students to study global development at a lower level as well, which is not something that a lot of colleges and universities provide. Moreover, most of the courses are Masters in Science instead of Masters in Arts which is in itself an example of how different the study here is; it involves real life applications of theoretical knowledge learnt in class. The Department of Development Studies also collaborates with other departments in the university like economics, political science, history, etc. to encourage not only intra-department communication but also inter-department discussions in order to facilitate the incorporation of new viewpoints and ideas into the thought process of their students.

The department of Development Studies at SOAS strives to make their students "global citizens" in the truest sense: citizens who want to bring a positive change to the world.



23 - 25 APRIL 2024 | Dubai World Trade Centre, UAE

We invite **Storytellers** to share an experience

**Do you have a story on these topics? Apply today!**

- Floods
- Pandemics
- Business
- Cyclones
- Transport
- Wildfire
- Fire
- Drought
- Sandstorms
- Snow And Ice
- Earthquakes
- Explosions
- Crowd Control

**Submit your interest to [info@iecm.ae](mailto:info@iecm.ae)**



Abu Dhabi Civil Defence Authority



International Federation of Red Cross and Red Crescent Societies



Emirates Red Crescent



EIN Healthcare, New York



Aster DM Healthcare



MBRGI - The Digital School

**Contact:**

Nythan Ballares | Email: [info@iecm.ae](mailto:info@iecm.ae) | Mobile: +971 521417512 | Direct: +97145208876 | Telephone: +97145208888 Ext: 629

# Revolutionizing Teacher Training: A Critical Path to Address the Global Learning Crisis

BY ANDREEA DOGAR

---

While we have significantly increased access to education in the last ten years, research from all over the world shows that being in school isn't the same thing as learning.

**'Worldwide, hundreds of millions of children reach young adulthood without even the most basic skills like calculating the correct change from a transaction, reading a doctor's instructions, or understanding a bus schedule - let alone building a fulfilling career or educating their children'.** (World Bank, 2019)

---

**T**he global educational priority to improve learning outcomes is now increasingly urgent. But where or how should we attempt to tackle this crisis? I believe we should start with the teacher.

The quality of the classroom teaching (in other words, what teachers know, care about and do) is the single most important indicator influencing learning outcomes (Hattie, 2003). And, particularly, as the work of John Hattie shows, it is teachers collaborating in a supportive and engaging learning environment that leads to the greatest improvement in learning outcomes.

SDG 4 also recognizes the importance of teachers and the need for quality and relevant training in target 4c by pledging to *'substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing*

*countries* [my own emphasis; UNESCO, 2015).

However, many teachers, particularly in poor communities all over the world, lack access to affordable good quality training. This is indicated by low learning outcomes on one hand, and by the high number of those teaching who have not had adequate training on the other. For example, the Indian government reported that 1 in 6 elementary school teachers are not professionally trained in India and currently over 500,000 untrained teachers are employed in schools (Kundu, 2019). In Nigeria, there are approximately 1 million primary teachers, but many of them do not have the required qualifications so are in effect teaching illegally.

Where teacher training is available, it is often either very expensive or ineffective. This is because most training is undertaken by teacher colleges and universities, which

provide theoretical and research-oriented courses far removed from the practical realities in the classroom. University courses focus more on the science of education, and less on practical strategies such as how to employ scaffolding or modeling to help all children reach their potential.

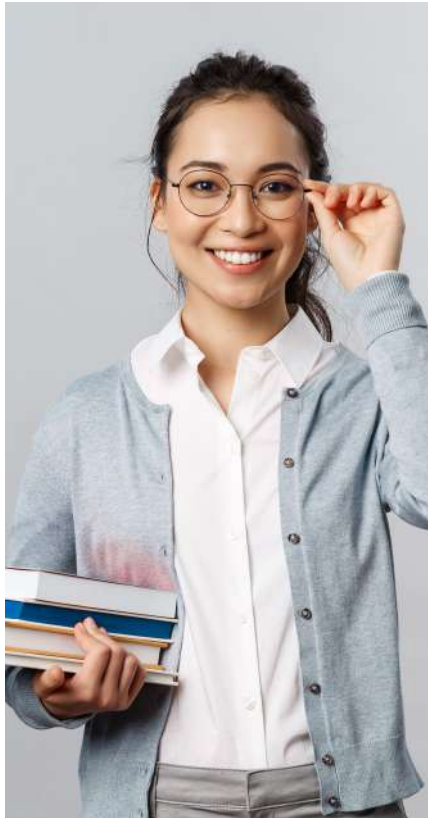
Teacher training needs innovation, technology, and sustainable interventions that are embraced and developed by school communities. These solutions must be relevant to local communities and effective by addressing directly the challenges faced by schools and teachers.

The first and probably most important action to consider is reducing pre-service initial teacher training and improving the quality of in-service training with mentorship schemes and lesson observation with feedback. As a former teacher myself, I can say with a hand on my heart that no amount of theoretical

# ARTICLE

## ▶ ABOUT ANDREEA DOGAR

Andreea Dogar is a Senior Researcher at the University of Buckingham, UK, where she developed and currently oversees the teacher training program for affordable private schools in India, Nigeria, and Uganda with Prof. James Tooley and David Longfield. As a trainer, she focuses on creating impactful and affordable teacher training for schools all over the world by leveraging technology and neuroscience.



pedagogical training could prepare me for a classroom of 11-year-old boys who had a very low tolerance for rules and discipline.

There is a growing consensus among researchers that having a degree-level qualification (whether in the subject they teach, education, or

other disciplines) does not guarantee effective teaching. Also, a lot of current teacher training focuses on novices, bringing new teachers to the system, and equipping them for the classroom. But if the changes and improvements are only for those teachers entering the profession (the supply), it will take decades for these to work through the system to impact all learners.

The second action point to consider is how technology and AI can be leveraged to deliver high-quality training at scale and affordably. We're facing a global shortage of teachers, with many systems struggling to both retain their workforce and attract new talent. According to UNESCO, 69 million teachers are needed worldwide to reach universal basic education by 2030 (UNESCO, 2023). We therefore need flexible and affordable training, and technology can help with both. Asynchronous delivery and offline access means teachers can complete training in their own time and juggle multiple responsibilities easily (this is particularly important as more than half of the teaching force in the Global South is female). Using

mobile apps can help scale training quickly and affordably, given that in many Global South countries, mobile phone penetration has been rapidly increasing over the past decade.

For instance, at the University of Buckingham, we use the latest technology to run a mobile-app-based teacher training program that brings relevant and effective training directly to the smartphones of teachers in schools in developing countries. We support this through experienced local mentors who help and encourage the trainees to contextualize the training and implement it in their classrooms.

Addressing the global learning crisis requires a shift towards practical, in-service teacher training, leveraging technology for scalability, and recognizing the ongoing professional development needs of teachers.

### References:

- World Bank (2019). *The Education Crisis: Being in School Is Not the Same as Learning*. The World Bank. <https://www.worldbank.org/en/news/immersive-story/2019/01/22/pass-or-fail-how-can-the-world-do-its-homework>
- Hattie, J.A.C. (2003, October). Teachers make a difference: What is the research evidence? Paper presented at the *Building Teacher Quality: What does the research tell us ACER Research Conference, Melbourne, Australia*. Retrieved from [http://research.acer.edu.au/research\\_conference\\_2003/4/](http://research.acer.edu.au/research_conference_2003/4/)
- UNESCO, 2015, *Ensure quality education for all: Sustainable Development Goal 4; ten targets*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000259784>
- Kundu, P. (2019, January 31). 1 in 6 elementary school teachers not professionally trained in India. *Business Standard*. [https://www.business-standard.com/article/economy-policy/1-in-6-elementary-school-teachers-not-professionally-trained-in-india-119013100138\\_1.html](https://www.business-standard.com/article/economy-policy/1-in-6-elementary-school-teachers-not-professionally-trained-in-india-119013100138_1.html)
- UNESCO, 2023, *World Teachers' Day: UNESCO sounds the alarm on the global teacher shortage crisis* <https://www.unesco.org/en/articles/world-teachers-day-unesco-sounds-alarm-global-teacher-shortage-crisis>

---

# MANAGEMENT TOOL IN SIMPLE STEPS

---

## SWOT Analysis

This is possibly the most well-known and widely used management tool for all organisations. Being “cliche”, however, doesn’t make it unimportant or useless. SWOT stands for strengths, weaknesses, opportunities, and threats. This analysis can help corporations find the best way to expand their business by talking about what’s good about the company, what the company should do in order to gain, what should be changed, and what aspects threaten its existence and expansion.

# S

### STRENGTHS

Strengths refer to the aspects of a business that are advantageous to it. This can be in the form of a USP (Unique Selling Proposition) as well. These strengths help set a corporation apart from its competitors. These can also include things such as diversity of employees, available technology, available funding, etc. Strengths are a part of the “internal” section of SWOT analysis. Answering questions like “What makes my organisation better than others?”, “What unique resources does my corporation have access to?”, etc. can help in filling out this part of the analysis. It is important to note that something is a strength only if it is advantageous in a clear sense: if it sets the organisation apart from others. For example, if every firm in the market has access to cost-saving tech, it won’t be a strength because in this case, having this tech is a necessity to be able to survive in the market.

# W

### WEAKNESSES

Similar to strengths, weaknesses are also internal to the organisation. They refer to any disadvantages that the firm faces due to their own inability to do something, inadequacy, etc. This can include low capital, untrained labour, etc. One of the biggest challenges that any organisation faces while filling out the SWOT analysis is underestimating its own weaknesses. People tend to overlook certain things by justifying them and end up drawing an inaccurate picture of the company. It is important to be honest and objective when thinking of both strengths and weaknesses because only then will there be scope for growth.



# MANAGEMENT TOOL IN SIMPLE STEPS

O

## OPPORTUNITIES

This square falls under the “external” section of the SWOT analysis square. Opportunities refer to the chance for something good to happen if the organisation jumps on the chance and makes the most of it. They typically result from events that happen outside of the firm and call for consideration of potential future events. They might appear as a result of advancements in the technology one employs. The ability of an organisation to get ahead in the race that in the market it is in can be greatly improved by being able to recognise and take advantage of opportunities. Changes in the exogenous factors that affect the market should also be taken into consideration. These include any changes in government legislations, discovery of new material, etc. For example: introduction of new SEZs (Special Economic Zones) in a country that is known for high-quality manufacturing is an opportunity that organisations need to be on the lookout for.

T

## THREATS

A part of extrinsic factors affecting an organisation, threats refer to anything that can negatively affect the corporation. This includes things such as adverse supply shocks, lower productivity of labour and capital, adverse weather conditions (in some cases), decrease in the demand for the goods or services being sold by the firm, etc. It is absolutely crucial to recognise these threats so that required steps can be taken in order to maximise growth. Looking at what other companies in the market are doing and how that might affect one’s business is the first step in identifying threats.

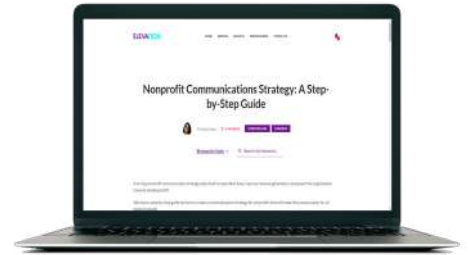
Identifying all four of these things should be followed by a cost-benefit analysis of what the best plan of action will be for the organisation considering what they have to work with, what’s holding them back, what can help them expand, and what can threaten said expansion. SWOT analysis, therefore, is an all-encompassing model that helps in figuring out the best thing to do for any organisation, including not for profit organisations.

# CURATED RESOURCES

## Nonprofit Communications Strategy: A Step-by-Step Guide

by Ronita Mohan

**Excerpt:** “A blog that outlines the vital five-step process for nonprofit communications strategy development: audience definition, list building, community listening, goal setting, and channel selection. These strategic steps pave the way for nonprofits to engage more contributors, bolster their supporter base, and effectively connect with their target audience.”



**Description:** This is a quick reference guide that enumerates the five steps will help all teams involved in the process of developing a communications strategy for nonprofits: a.) Define your audience; b.) Build mailing lists; c.) Listen to your community; d.) Set goals; and e.) Choose relevant channels. These steps will help you develop a communications plan that will help you draw in additional contributors and supporters to increase the donor base and guarantee nonprofits connect with their target audience.

## Technologies for NGOs: Which are they and how they can help you

by Camila Morais

**Excerpt:** “In order to increase their influence, NGOs can digitize more quickly, according to this article, NGOs must keep up with the world’s fast digitization if they are to remain effective.”



**Description:** Every component of your promotion must be based on a core idea that unifies your marketing materials and expresses the significance of your work in a single, consistent voice while employing smart communications to reach your donors. You will be using photographs and video to describe your background and the job you do while engaging in all of these actions to directly communicate your message to potential donors. You will introduce the project you’re suggesting, discuss the necessity of your effort, and list the resources you’ll need to carry it out.

## 10 Project Management Tips Every Non-Profit Manager Should Know

by The Charity CFO

**Excerpt:** “Discovering 10 invaluable project management insights tailored for non-profits, ensuring clear role comprehension and effective project oversight. These valuable lessons transcend the non-profit sector, offering universal skills with far-reaching benefits.”

**Description:** The website provides 10 project management tips every non-profit should know. It gives you advice on how to manage projects for a non-profit and make sure everyone understands their responsibilities. In addition, these suggestions can be useful for other kinds of businesses outside nonprofits. You could learn abilities from them that go beyond project management.



# Partners for Progress

Nonprofit organizations often face the challenge of limited time and funding sources, leading to understaffing and reliance on outdated technology. Recognizing these obstacles, Google has introduced an invaluable program called Google Ad Grants, designed to assist nonprofits in their digital transformation journey. This pro bono program offers free advertising credits to eligible nonprofits, empowering them to enhance their impact and reach without straining their limited resources.

Google Ad Grants offers nonprofits \$10,000 monthly advertising credits to craft and deploy focused online ads within Google search results. These ads play a crucial role in enhancing online presence, boosting web traffic, and fostering connections with potential backers, volunteers, and advocates. The initiative's intuitive interface empowers nonprofits to seamlessly initiate and oversee advertising efforts, crafting persuasive ads that spotlight their mission, accomplishments, and call for engagement, channeling interested parties to their websites or designated landing zones. Leveraging Google's vast outreach and comprehensive targeting tools, nonprofits can precisely engage their intended demographic, securing optimal outcomes for each advertising investment.

To further support nonprofits, Google offers the Google Ad Grants Academy, an online platform providing resources and training. The academy equips nonprofits with the knowledge and skills to make the most of their advertising credits. Participants can learn about keyword optimization, ad campaign management, performance metrics, and conversion tracking. This knowledge allows nonprofits to optimize their advertising campaigns and make data-driven decisions to enhance their digital marketing strategies.

Google Ad Grants is not limited to specific regions or sectors. Nonprofits worldwide are eligible to apply for the program, ensuring it reaches organizations globally. However, awareness about the program may vary across different regions, leading to underutilization by nonprofits outside certain areas. To address this, it is crucial to disseminate information about Google Ad Grants more widely, ensuring equal access for nonprofits worldwide.

Registering for Google Ad Grants is a simple process. Nonprofits can apply by following these steps:

**Visit the Google Ad Grants website:** Start by visiting the official Google Ad Grants website ([adgrants.google.com](https://adgrants.google.com)) to access the program details and eligibility criteria.

**Review the eligibility requirements:** Familiarize yourself with the eligibility criteria to ensure your nonprofit meets the necessary qualifications. This includes having valid charity status and adhering to Google's policies.

**Create a Google for Nonprofits account:** If your nonprofit doesn't already have a Google for Nonprofits account, you'll need to create one. This account provides access to various Google tools and services, including Google Ad Grants.

**Enroll in Google Ad Grants:** Once you have a Google for Nonprofits account, enroll in the Google Ad Grants program. Follow the instructions provided and provide the necessary information about your nonprofit.

**Build and manage your ad campaigns:** After enrolling in the program, you can start building your ad campaigns. Take advantage of the Google Ad Grants Academy resources to learn best practices and optimize your campaigns for maximum impact.

AI ASIA  
EXPO



SCAN ME

# 20 | UPCOMING 23 | EVENTS

7 NOVEMBER 2023



## Industrial Digital Transformation Congress 2023

Marriott Grand Ballroom (MGBX) Convention Hall,  
Metro Manila

7 - 9 NOVEMBER 2023



## AI Asia Expo - Philippines 2023

Marriott Grand Ballroom (MGBX) Convention Hall,  
Metro Manila

22 - 24 NOVEMBER 2023



## AI Asia Industrial Park Expo - Indonesia 2023

President University Convention Center, Bekasi, West  
Java

GET YOUR COMPLIMENTARY PASS NOW AT:

[www.aiasiaexpo.com/registrations](http://www.aiasiaexpo.com/registrations)

# INTERVIEW

## Highlighting Green Skills: Investment in Technical-Vocational Education infuses Sustainable Solutions for the Energy Sector

**Q:** When considering a project that comes to Schneider Electric, possibly seeking funding, does the Foundation have distinct objectives compared to NGOs?

**A:** “When considering projects that come to Schneider Electric Foundation, particularly for funding, there is a distinction in objectives between Schneider Electric Foundation as a private sector entity and NGOs. Let’s take the example of an education program. Schneider Electric and its Foundation’s main focus is on investing in technical vocational education, which aligns with our company’s expertise. We have observed that technical education often receives inadequate investment in many countries. Recognizing the significance of technical vocations and their relevance to industry needs, we believe the private sector has a role in improving these areas. We possess valuable insights into industry requirements, employment opportunities for students, and the knowledge for innovation in technical education. Thus, our social impact initiatives are directed toward supporting technical education programs.”



# INTERVIEW

**Q:** Regarding project implementation, what are the typical targets you establish to measure progress and success?

**A:** “Certainly, there are two key aspects to consider: reporting and impact assessment. In the reporting phase, our support for programs depends on a specific criteria, particularly the number of beneficiaries and trainers involved. Given the limitations in terms of time and resources, reporting becomes a crucial factor in deciding which programs to support. We aim to make informed decisions to maximize our impact. Regarding impact assessment, we collaborate with our partners to develop a standardized methodology that can be applied globally. In the past, we conducted assessments on a country-by-country basis, relying on individual auditors’ recommendations. However, we are now working on creating a unified approach to evaluate program impact consistently across different regions.”

**Q:** What insights can you share about the projects currently being implemented on the ground, and what would you identify as the most significant challenge faced in these projects?

**A:** “For students, there are several significant challenges in the context of technical vocational education. Firstly, there is a lack of opportunities and awareness about the importance of pursuing such education. Access to quality education is a pressing issue that

hampers the potential of students in this field. When we consider technical vocational education, substantial investment becomes essential. This investment should cater to well-equipped training laboratories, exposure to industry practices, and an ample number of skilled trainers. Furthermore, the shortage of proficient trainers and their outdated knowledge pose significant obstacles. Access to modern technologies and resources is imperative for both trainers and students in enhancing the teaching and learning experience.

Apart from technical competencies, life skills or soft skills have become increasingly valuable for students to thrive in a changing world, even beyond the technical context. Lastly, there is a pressing need for programs to be more inclusive, ensuring that opportunities are accessible to individuals from diverse backgrounds. Addressing these challenges is pivotal in providing students with comprehensive and effective technical vocational education, enabling them to excel in their careers and contribute positively to the workforce and society.”

**Q:** How do you anticipate that green skills will transform the industry when it comes to workforce capabilities?

**A:** “Energy efficiency stands at the core of our company’s mission and technical focus. As the world faces significant energy challenges, it becomes paramount to strike a balance between energy demand and consumption. This necessitates the incorporation

of green skills and practices in technical training. Students engaged in technical training must be equipped with the knowledge and understanding of their cities’ energy needs. By learning how to implement energy-saving practices and make smarter decisions regarding equipment usage, they actively contribute to a greener and more environmentally conscious approach.

Moreover, students need to be well-informed about the environmental and social challenges specific to their communities and countries. Though these challenges may vary from one place to another, it is essential for every student to be aware of them so that they can actively participate in finding solutions. Consequently, we have been investing significantly in educating students about energy transition and encouraging their involvement in sustainability efforts. In practical terms, even basic lessons in energy transition can have a profound impact. By instilling green skills in students, we aim to empower the next generation of professionals to be environmentally conscious and actively contribute to a greener, more sustainable future. These efforts are not only vital for our company’s mission but also for the greater good of the global community.”

# INTERVIEW

## ▶ ABOUT DIANE LE GOFF

*Diane Le Goff, is an experienced manager in sourcing, structuring, managing development projects with multiple international public and private stakeholders. She is currently based in Vietnam as the Global Manager of the Youth Education & Entrepreneurship CSR programs for Schneider Electric Foundation. The program works on strengthening technical and vocational education, supporting the integration of women in the energy field and encouraging innovation.*



**Q:** How would you compare the approach to education between Asian countries and Western countries? Is the former generally more focused on theoretical learning, while the latter emphasizes more on practical and application-based education?

**A:** “There is a noticeable difference in the level of investment and focus on secondary general and technical education between Asian countries and Western countries, particularly in Europe. **In Europe and Western countries in general, both primary and secondary education are highly prioritized, resulting in students who experience a balanced mix of theoretical and practical learning. On the other hand, I think Asian countries’ education systems used to be more theoretical but are now placing more emphasis on investing in technical education, alongside their primary education priorities.**

This shift is driven by economic strategies recognizing the importance of skilled and technically trained workforce. Additionally, efforts are being made to establish stronger links between the education sector and industries, allowing students at an early age to gain exposure to real-world applications and innovations. **While there are variations and unique approaches on a case-by-case basis, I believe both Asian and Western countries are moving towards recognizing the significance of practical application in education, especially in technical fields, to meet the evolving demands of the workforce and economy.”**

**Q:** In the future, how important do you think college degrees will be?

**A:** “Having standardized education is essential as it provides a clear framework for assessing competencies. However, in the present landscape, what matters to companies is whether an individual is job-ready rather than simply possessing a diploma. Certifications, especially in technical education, hold significant value, and they often serve as evidence of a candidate’s qualifications. Having a company-validated certificate can be just as valuable as a formal diploma, as employers seek candidates who are prepared for the demands of the workforce.

Looking into the future of work, while standards remain necessary, skills play a pivotal role in employability. Certain skills crucial for job success may not necessarily be taught within the confines of a degree program but can be acquired through practical training and hands-on experience. Technical education places emphasis on practical experience, and companies often value actual practice and industry exposure over purely theoretical knowledge. Whether it is a diploma or a certificate, the quality of practical experience and skills acquired will significantly impact employability. Looking ahead, the education system is likely to become more flexible and accessible.”

**Q:** In the field of technical vocational education, what specific skill do you believe is currently in the highest demand?

**A:** “The demand for competencies in the energy field varies depending on the country and its specific challenges. However, the overall industry is undergoing rapid changes driven by technology and innovation. A vital aspect in this dynamic industry is understanding software and information technology. Basic knowledge of information technology is fundamental because energy discussions cannot be separated from technological advancements.

The energy sector’s continuous evolution requires a wealth of technical competencies to effectively implement new technologies that support the energy transition. The ultimate goal is to make energy accessible to all, everywhere, while ensuring reliability, safety, sustainability, and efficiency. This presents considerable challenges, and technicians play a pivotal role in leading the way towards achieving these objectives. Conclusively, the most in-demand competencies in the energy field are dynamic and context-specific. However, the growing importance of software, information technology, and technical expertise in navigating the changing landscape of energy is evident.”

# ARTICLE

## Navigating a New Normal: Why All Nonprofits Should Upscale Their Digital Capabilities and Resilience in 2023

BY SAMANTHA

In the ever-evolving landscape of Asia and the Pacific, non-governmental organizations (NGOs) play a key role in improving quality of life, fostering economic growth and ensuring the sustainability of our environment across the Asia-Pacific.

These impact-focused organizations hold great responsibility, yet are often the most under-resourced, faced with numerous challenges in the wake of amplified fundraising pressures and a rapidly-changing technological landscape causing increased threats to security and digital resilience.

According to the United Nations' 2023 Technology and Innovation Report, progress towards the Sustainable Development Goals are tinkering on regression due to the social and economic impacts of the COVID-19 pandemic. The UN report found that more than two-thirds of those thrust into poverty by the pandemic come from South Asia, East Asia and the Pacific. As NGOs

grapple with intensified challenges, it is critical they can make every dollar count in the pursuit of their mission.

In light of these circumstances, Australian-based not-for-profit social enterprise Infoxchange has launched the APAC Digital Transformation Project supported by Google.org, Google's philanthropic arm, with

the Asian Development Bank as a strategic outreach partner, and the support of TechSoup Asia and regional civil organizations including Kitabisa, Nasscom Foundation and Korea's NPO IT Support Center, who collectively support more than 50,000 nonprofits and charities across the region.

Infoxchange has selected more than 40 nongovernment organizations across the Asia-Pacific, selected for their contributions to international development in the region, who will undergo a 12-month program of consulting to improve their technological capabilities across areas including cybersecurity, AI, data analytics and impact reporting amid economic, environmental and fundraising concerns.

David Spriggs, CEO of Infoxchange, shared that the focus of the training comes from findings of the recent APAC NGO Digital





# ARTICLE



Capability Report that uncovered only half of NGOs surveyed have confidence in using technology to advance their social mission. The report is based on data collected from 1,589 organizations across India, Indonesia, Japan, Malaysia, Philippines, Singapore, South Korea, Thailand, Vietnam, Australia and Indonesia, providing a unique overview of the digital capabilities of organizations across the region.

“We aim to support organizations to take steps in resolving some of these critical issues they face, while showcasing their unwavering strength and perseverance during times of uncertainty. The community need is high, and it has never been more important for nonprofits to build their digital capability and resilience,” Spriggs shared.

Whether supporting people experiencing disadvantage, enabling sustainability initiatives or working to eliminate poverty, digital capability is critical for efficient collaboration, improving service delivery and enhancing community impact.

Alarming, one in six organizations surveyed across the region had experienced a cybersecurity incident in the last 12 months. This was even higher in Indonesia - affecting 1 in 3 organizations. Only 24% of those surveyed are providing cybersecurity training for staff and their volunteers.

Starting in October, the Digital Transformation Program will launch a free-to-attend webinar for any NGO in the region. The webinar series will feature experts across four key priorities:

1. NGO cloud collaboration and migration;
2. Data capture and analysis to enhance service delivery and understand impact;
3. Digital marketing techniques and skills to effectively connect with audiences, attract funding and drive support; and
4. Cybersecurity protections to ensure the safety of data and employees.

We encourage anyone in our network who is looking to improve their digital resilience and capabilities to join the webinar program.

**84%** of staff are satisfied with their technology when there is a technology plan in place

**63%** of staff are confident or better when their technology environment is functional or leading

When staff are confident, 1 in 2 are willing to introduce new or emerging technologies into their organisation

For more info, including how to register for upcoming webinars, visit [digitaltransformation.ngo](https://digitaltransformation.ngo).

# FEATURE

## Prajaahita Foundation: Inclusive Education for Children with Disabilities

### What are the problems that we address?

Very few educational systems accommodate the differential needs and abilities of children with disabilities. That may be because society to a large extent, even parents, fail to see the uniqueness of such children beyond their academic grades. Here, the lack of capacity building in parents and caregivers to support their own children who have special needs still remains a major setback. Added to all this, the opportunities for identifying the potential of each child with a disability for holistic development and even for self-learning are very often neglected.

### How are we trying to address this? (Our approach)

We aspire to enable children with disabilities to explore their potential and to help them find answers to the questions that are important to and for them.

We envision building a community-driven engagement forum that connects 200+ children with disabilities, parents, experts, and volunteers to primarily enrich learning and capacity building as a complementary support system and also in the broader sense act as an aggregator of innovation that makes available the unique profiles of children with disabilities as a starting point for their further development through different solutions that already exist. This way we shall centralize the purpose of holistic development of children with disabilities by decentralizing the power to make it happen. Thus by building our own capacity to address the issue of holistic development of children with disabilities, we will also be building the capacities of people involved in a self-sustaining manner. That's how we want to connect the dots to enable the **holistic development of children.**

### How big is the problem?

In India, more than one in four children with disabilities between the age of 5 -19 years have never attended any educational institution. In Kerala, According to the Disability Census Report of 2015, there are 1,30,798 children with disabilities under the age of 19. And for these children despite initiatives from the government and individual schools that haven't created a major impact, studies report the need for a unified effort, where parents or guardians are trained and equipped to take care of these children. Add to this the lifelong hurdle of children with disabilities and their parents in combating situational disadvantages and social stigma, the financial burden of long-term therapy. Ultimately holistic development gets barred for these children. And this is the problem that the Prajaahita Foundation is looking at.

# FEATURE



## Prajaahita Foundation aims through this initiative to achieve the following impact:

- Provide Self-assurance which assists Children with Disabilities, and helps them feel confident in school
- Promote greater inclusion for Children with Disabilities alongside their peers without disabilities
- Enable the parents and caretakers to make informed decisions by providing access to information
- Provide freedom of access and enhanced opportunities for learning
- Provide a center that would allow a child to take the initiative to pursue an educational experience independently

As a first step, we are opening a community center for 200 children with disabilities and vulnerable communities so that the social barriers between them are removed.

This will help students explore new industries before they are forced to invest in more expensive forms of formal education. Volunteers will lead the classes we conduct in the Community center with the assistance of modern, interactive tools.

This would also help us identify the real needs of such children and put us in a better position to aid their progress in academics, extracurricular activities, and other indicators of well-being.

We will ensure that parents have access to the whole process of holistic well-being and monitor the progress of their child.

Help us democratize education, by making it more affordable, accessible, and attainable to students, no matter their location or income level.

## About Prajaahita Foundation



Prajaahita Foundation was born in 2019 to fulfill the desires of the larger community, connecting Praja (People) to their hita (interest). From then we have worked on projects to foster the well-being of persons with disabilities. Specifically for children with disabilities, we ran programs to promote their development, and 200+ students with varied kinds of disabilities like Muscular Dystrophy, Cerebral Palsy, Intellectual Disability, Hearing Impairment, and Autism Spectrum Disorder have been part of our journey so far. As measuring the impact of any program for child development can only occur over months to years progressing slowly. However, we have been able to ensure:

- Children with disabilities are able to learn in online classes (WhatsApp, Google Meet, zoom)
- Regularity and individual attention increase interest and willingness in these children to learn. Parents are better able to acknowledge, appreciate, and support their children with regular classes
- Volunteers can be mobilized and trained to conduct online classes for these children



**10<sup>TH</sup> SUSTAINABLE DEVELOPMENT CONFERENCE**  
5<sup>TH</sup> - 7<sup>TH</sup> OF NOVEMBER 2023  
**BANGKOK, THAILAND**

## **10TH SUSTAINABLE DEVELOPMENT CONFERENCE [SDC2023]**

### **5TH – 7TH OF NOVEMBER 2023**

### **THAILAND, BANGKOK**

10th Sustainable Development Conference [SDC2023] is a three-day program, unlike most academic conferences. It brings together scholars, graduate students and professionals as well as NGO representatives and policymakers from across the world, offering a dynamic learning and networking environment.

### **Why Choose Tomorrow People’s Sustainable Development Conference [SDC]?**

- **Meaningful Connections:** Forge lasting connections with like-minded professionals from diverse backgrounds and cultures. Our events foster an environment where networking goes beyond the surface, allowing you to build relationships that can shape your personal and professional journey.
- **Intercultural Exposure and Communication:** Immerse yourself in a vibrant tapestry of cultures, perspectives, and ideas. Our conferences provide a unique opportunity to broaden your horizons and embrace the richness of global diversity. Engage in insightful discussions and develop your intercultural communication skills.
- **Inspiration and Knowledge:** Our carefully curated conference programs are designed to inspire and educate. Learn from industry leaders, experts, and visionaries who share their insights and experiences. Gain valuable knowledge that can propel your career and personal growth to new heights.
- **Opportunities to Establish New Collaborations:** Discover collaborative possibilities and cultivate partnerships with professionals from various fields and industry sectors. Our conferences serve as a catalyst for joint projects, innovative ventures, and cross-disciplinary collaborations. Expand your network and unlock exciting opportunities for future endeavors.
- **Personal and Professional Growth:** Our conferences provide a nurturing environment for personal and professional development. Immerse yourself in a community of forward-thinking individuals who share a passion for continuous learning and growth. Explore new perspectives, refine your skills, and unleash your full potential.



[www.sdconference.org](http://www.sdconference.org)

# PROFILE - INTERNATIONAL ORGANIZATION



## UNICEF

UNICEF, which stands for the United Nations International Children's Emergency Fund is an organisation that was founded in 1946. This agency of the United Nations (UN) is headquartered in New York, the USA. It was formed right after World War II ended to provide emergency aid to mothers and children who were afflicted by the war. Its purpose and aim was expanded in 1950 to include addressing the long-term requirements of women and children, particularly in emerging nations. Although it retained its acronym, the name of the organisation was changed to United Nations International Children's Fund soon after because of the expansion of the mandate.

This international organisation is one of the most well-known ones in the world. Governments and private donors are the only sources of funding for UNICEF. By 2020, it had a \$7.2 billion annual revenue, of which \$5.45 billion came from public-sector partners.[7] A 36-member executive board that controls administrative and financial strategies, programme approval, policy creation, and programme implementation is in charge of running the organisation. The United Nations Economic and Social Council elects the members of the board for terms that are typically three years.



# INTERVIEW

## HR Transformation with Adrenalin: Pioneering Productivity and Innovation



**Q:** Could you give a brief description of how Adrenalin started?

**A:** “Adrenalin started as a company that was focused on managing talent, or what used to be called Human Resources. As the first digital solution for managing talent, for the last 20 years, the journey has been on how to ensure employees are engaged well and looked after by their organizations throughout their journey using digital methods and systems.

Adrenalin has been the partner in transforming talent in organizations across the world with a specific focus on India, Middle East Africa, and the Asia-Pacific markets. For the last 11 or 12 years, we have been one of the pioneers even in the Philippines to enable many enterprises to engage with their employees and other stakeholders. We help them digitize their entire journey in the organization, not just for handling routine tasks but also for improving the way talent is developed, how equitable

compensation is paid, how career and learning development occurs, and how to create leadership that could help with the organization’s goals for the future.”

.....  
**Q:** In the creation of Adrenalin, what is the role of innovation in driving its growth and staying competitive?

**A:** “Our journey can be broken into multiple waves that have driven innovation. At the initial

# INTERVIEW

## ▶ ABOUT SRINIVAS BHARATHY

Mr. Srinivasa Bharathy is the Managing director and CEO of Adrenalin eSystems Limited. Prior to joining Adrenalin in 2021, Srinivasa was a partner at The Alternative Board India (TAB), an international organization offering business coaching and peer-to-peer advisory boards. Srinivasa comes with more than 33 years of industry experience across large Global Enterprises and IT products and consulting firms, where he has held multiple leadership positions.



stages of the organization, the first innovation was bringing in focus on the people. We focused on how to manage people and engage with them digitally in an integrated fashion. This is not only about employees but also prospective candidates, ensuring seamless [integration] from them being a candidate to an employee working with that organization. The second wave of innovation is mobility, as these interfaces and their interactions were moved on into the mobile world. Then you could engage with each other, not only with the employees and the organization but also among employees and the people—how do you interact with them and between yourself easily.

The third wave of innovation is when everything started moving to the cloud. This made seamless interaction possible across devices and applications. For example, you could use a simple biometric device that can connect through the cloud to your attendance system. The fourth wave of innovation is AI-driven Innovation. This is about how the system can help you manage your routine tasks much easier and predict certain things that you can use for planning and executing them better. It's also about how that creates a more conversational tone between you and your computer systems compared to the typical experience of typing data and filling in forms. With this, we brought to the market possibly one of the first conversational, AI-driven platforms to engage employees and the organization together."

**Q: What are the other Sustainability goals that Adrenalin aims to achieve or has already achieved as of the moment?**

**A:** "One of these goals is good health and well-being. Adrenalin helps by providing the ability for organizations to track the health of employees, such as their mental and physical well-being by using the digital system. This can help the organization assess how it can help, such as by providing counseling. Another sustainability goal is quality education—how do I ensure quality education by ensuring continuous learning in the system? I can give prompts, not just to say what can improve the learning, so incrementally over some time I'm adding micro-learning concepts for providing quality education inside the organization.

Third is gender equality. Adrenalin can present an analysis of how compensation is designed in the system and on the diversity of the gender population in an organization. The top management can then act upon it to ensure that gender equality is maintained in the compensation parameters with how they're paying the workforce, as well as the ratio of various genders and how to bring diversity and equality into the entire organization. Fourth is innovation, which provides the ability for organizations to help their country build intellectual property that brings prosperity to the country."

**Q: In your opinion, how can primary and secondary education be reimaged to foster entrepreneurial skills and mindset from an early age?**

**A:** "I think in primary education, entrepreneurial skills or mindset can be brought in to provide the ability for the children to experiment with their thoughts, ideas, and passion. One of the possibilities is providing them with the ability to think out of the box at an early age. Entrepreneurship is not a sure shot to success the first time. So the mindset of "Even if I fail multiple times, if I continue to focus on my passion and what I want to achieve, success will come at some point in time," - is what we need to inculcate. It also involves the ability to assess the risk involved in pursuing your passion. Entrepreneurship is about risk. How do you inculcate the mindset at a young age, that rather than taking the very safe route, the higher the risk, the higher the reward? In secondary education, it's much clearer to do so because when they are "tween-agers," that point in time where they become tweens and before they are a teenager, the real imagination is opened up for many children. But while your imagination window in that age group is very high when you enter college, you kind of tune in to the way society wants you to behave, right? But before that, we can let the imagination go wild and ensure that there are no consequences for imagining—something that is not allowed today. So if you don't put taboos

# INTERVIEW

into imagination, then that could help the quality of building an entrepreneurial mindset at an early age. Providing exposure to a lot of leaders and creating a role model in their mind when they are imagining themselves to be somebody else also creates a mindset for the younger generation to risk something and go after what they like to do.”

**Q: Do you believe that through the innovation labs, incorporating real-world business experiences, such as internships or startup simulations, would benefit students? Why or why not?**

**A:** “What we do now, for example, is start programs with certain institutions where they spend the final year of their college education with us. They would come and experience the real world. **If somebody experiences multiple roles and monitors multiple areas in the business, then there would be the kindling of something in their thought process where they think they can do better in this particular area because that is where their acumen is.** This would draw people into more result orientation which is also needed in entrepreneurship.

You also can't just imagine things all over your life; you have to put them into action at some point in time. For example, in primary or secondary education, they have imagination labs where they can come and imagine whatever they

want. Then, when they come to tertiary school they can narrow down their imagination into a few things, experiment, and come up with something workable for them that also sustains their passion. And that would be a success, as a lot of successful entrepreneurs are people who don't give up and don't let their failures deter them.”

**Q: In the 20 years of successful operation of adrenalin, how does your system contribute to the skills development of different employees already?**

**A:** “A part of our system is the learning experience system. In a way, it is integrated with your performance and potential system. So, if you look at two things that are important for the performance of an entrepreneur, or employee, how well are your results and performance-oriented and what is your actual potential? How do I help you achieve your potential through constant education and skill and competency development, and how do I provide the ability for you to learn on the job? Let's say I have in my system how you performed in a certain manner over the last year. Our intelligence, the engine, would look at it as to also measure potential based on feedback that I get from other stakeholders in my organization. Aside from my superior, other people who would know what my potential is could be my juniors, team members, or other peers inside and outside the organization.

When the system enables getting 360-degree feedback from all, that is collected into understanding and gives you the ability to know some blind spots or hidden strengths that others are seeing in you. This gives you the ability and the impetus to learn more and become better. **So while I create the entire framework to help you learn, then comes the content of that learning part, which is providing the content to that person that could be useful for them in upgrading themselves to the next level.** This is something that we provide as an overall learning experience in the system.”

**Q: What advice/s would you give to aspiring young entrepreneurs who are just beginning their journey?**

**A:** “As mentioned before, the first one is don't give up. Second, always be open to learning. Third, challenge yourself continuously. **If you continue to challenge yourself continuously, don't give up, and be open to learning, you have the three essential qualities of a successful entrepreneur.** I would also add to keep the big picture in mind, which we call end-state visualization. What is my ultimate aim that is important as a belief for an entrepreneur? Am I trying to land on the moon like India? Where do I think I would be happy to say that I've achieved my potential? If you know what your moonshot is, as it's called, then you won't be disappointed with whatever results come your way.”





# SINGAPORE INTERNATIONAL ENERGY WEEK

23 – 27 October 2023,  
Sands Expo & Convention Centre, Marina Bay Sands

## ENERGY TRANSITION TOWARDS A NET ZERO WORLD



The Singapore International Energy Week (SIEW) is an official trademarked event by the Energy Market Authority (EMA) in Singapore. It is an annual platform for energy professionals, policymakers and commentators to discuss and share best practices and solutions within the global energy space. The 16th edition of SIEW will be held from the 23-27 October.

MEET THE WORLD'S ENERGY THOUGHT LEADERS



**H.E. Dr Kao Kim Hourn**  
Secretary-General, ASEAN Secretariat



**Mark Gainsborough**  
Chairman of the Board,  
Seatrium



**YB Tuan Mohd Rafizi bin Ramli**  
Minister of Economy, Malaysia



**Martin Houston**  
Vice Chairman,  
Tellurian



**H.E. Arifin Tasrif**  
Minister of Energy and Mineral Resources,  
Republic of Indonesia



**Dilhan Pillay Sandrasegara**  
Executive Director and Chief Executive  
Officer, Temasek



**Yuki Yasui**  
Managing Director, APAC,  
Glasgow Financial Alliance for Net Zero  
(GFANZ)



**Dr Angela Wilkinson**  
Secretary General and Chief Executive  
Officer, World Energy Council



**Tatsushi Amano**  
Managing Executive Officer, Global Head of  
Energy and Natural Resources Finance Group,  
Japan Bank for International Cooperation

### HOW TO REGISTER?

Scan this QR code to  
register for SIEW 2023!



#### MORE INFORMATION ON SIEW:



# POST EVENT HIGHLIGHT

## World Coconut Congress: A Glimpse into the Future of the Coconut Industry

BY MEGAN GUZMAN

The 3rd World Coconut Congress (WCC), held last August 30 to September 1, 2023, is a testament to the world's booming coconut industry and its significant development since it began mass production. The World Coconut Congress, in its aim to bring business leaders, policy-makers, entrepreneurs, and researchers together for multilateral conversation, also served as an avenue for stakeholders to cooperate on attaining long-standing economic competitiveness and sustainability. The event's success boasts of the growth of the industry as a whole, and emphasizes its commitment toward forging a prosperous future alongside a sustainable coconut community.

### Networking and Forging Unbreakable Partnerships

In order to strengthen the foundations of the coconut industry, the event provided attendees with opportunities to establish partnerships and exchange valuable insights with key stakeholders. Participants from all over the world, and professionals hailing from a diverse range of fields utilize the conference to share their input and apply their knowledge into meaningful conversation. These, then, solidify the connections that shape the groundwork for industry development—both now and in the future. This can be increasingly beneficial to producers and consumers alike, as these connections heighten competition within the industry, while also raising standards that push businesses toward a continuous pursuit and formulation of industry best practices, and product or service development.



# POST EVENT HIGHLIGHT

## Innovation in Coconut Products and Services

Immense artistry and creativity filled the World Trade Center over the three-day event, with business owners and organizations advertising their wide array of products, services, and campaigns. Exhibitors had the opportunity to showcase the versatility of coconut within the food and beverage and beauty and wellness industry; stalls were filled with delectable assortments of both classic and modern iterations, while other booths introduced their concoctions of soaps or oils that promote skin and hair health. Products using coconut fibers and coconut shells also stood out from the exhibit, as these goods showcased craftsmanship and dexterity through the creation of jewelry and quirky home decorations.

Furthermore, this year's World Coconut Congress featured a closer look into companies and

organizations that aligned with the coconut industry, whether as suppliers, manufacturers, logistic providers, or even policy groups. The congress brought together entities that offered cutting-edge production technology, while simultaneously providing platforms for groups to inform the public on policies and initiatives that support coconut farmers across the nation. In line with the industry's rapid progression, such services become crucial in not only taking businesses to greater heights, but also ensuring the support and benefits given to agricultural groups and small-scale farmers.

These various event exhibitors prove that coconut has progressed past being just a healthy delicacy—the global coconut industry has exponentially transformed into a multitude of products and services, each fueled by creativity and innovative spirit.

## Illuminating the Path Toward the Future

Ultimately, this year's World Coconut Congress stands as irrefutable proof of the vital role that multisectoral collaboration plays in achieving sustainable economic success. As previously mentioned, the event's holistic approach in coconut and resource cultivation is comprised of the innovation of products and services showcased by coconut entrepreneurs, the establishment of

enduring partnerships that have the power to expedite industry growth, and the commitment of research institutions toward enriching and disseminating scientific knowledge and theory from experts to the average person. As coconut enthusiasts await the 2024 Congress, it is certain that the coconut industry will continue to discover and attain more than what it already has.

## Knowledge and Insight Sharing

Additionally, the event also offered its guests a peek into coconut-related advancements in research and science, where experts in health, climate, and energy presented insights on the valuable contributions of coconut in their respective fields. The plenary sessions equipped everyone with increased knowledge on various aspects of the coconut industry, and instilled in them a sense of social and environmental responsibility amidst its goals for market expansion.

In line with the conference's slogan of Sustaining the Source, the invited experts and other industry trailblazers discussed their findings on the efficacy of coconut. The event spanned from in-depth discussions on medical research for Alzheimer's disease, to the importance of technology in the future of the coconut industry. The third installment of the World Coconut Congress championed an interdisciplinary and holistic approach to spreading environmental awareness, and cultivating proper business practices. Sustainability, as the core of the congress' overall theme, centers on the call for inclusive solutions that encompass various issues. In doing so, the combined efforts of experts from different specializations creates limitless opportunities for well-rounded solutions to current challenges.

---

# ARTICLE

---

## Education for sustainable development links sustainability to our everyday lives

BY VEERA KAARELA

---

**C**limate change has had a profound impact on our societies and tackling it is a cross-sectoral and –societal issue where everyone’s contribution matters. Education for sustainable development seeks to combat environmental challenges by linking sustainability issues to the daily lives of students and thus, of local communities. Including education for sustainability in the curriculum equips the students with skills to contribute to green transition in their professional lives as well as introduces them to climate-friendly values to guide them to make sustainable choices in their everyday lives. Finland is one of the frontrunners of the world in implementing education for sustainability approaches in its education system.



However, implementing education for sustainable development in schools and classrooms worldwide remains a challenge. Climate change is a multidisciplinary phenomenon linked organically to all school subjects, but often subject teachers seem to think it is not for them to explore it in class. Finland has developed several research-based models of education for sustainable development, where the core idea is to mainstream sustainability and climate issues across disciplines within the curriculum.

A key part of implementing education for sustainable development lies in effective teacher training, providing the teachers with skills to implement this approach in their work regardless of their respective subject matter.

A few examples to illustrate this approach; language teachers convey ideas through texts, recordings, and conversations. In language classes, teachers can incorporate climate topics and task students to discuss climate action in foreign languages. Including climate topics in this subject increases the awareness of the subject matter as well as teaches the student to understand that combating climate change is a global issue where the ability to communicate with peers in a foreign language is a vital skill.

Mathematics is a powerful tool in climate action as well. Climate knowledge is embodied in texts, diagrams, and charts; communicating this information requires mathematical literacy. Mathematical literacy makes it possible to calculate



measures such as temperature, rainfall, sea level, and most importantly, the normal and allows the student to understand and analyze change.

Education for sustainability responds to a crosscutting challenge and it is essential to acknowledge that the solution must have a crosscutting approach as well. Finland supports other countries in their efforts to achieve more climate-friendly policies within their education sector. It actively exports this knowledge through bilateral cooperation as well as supporting private sustainable education providers in entering relevant markets. Combating climate change is a job for all and education is a key element in achieving effective solutions and building a more climate-friendly world.

## About Embassy of Finland



Embassy of Finland in Manila promotes the interests of Finland and Finns abroad, and builds bridges between Finland and the Philippines through cooperation in several sectors.



# PSECE 2023

## THE 18TH PHILIPPINE SEMICONDUCTOR & ELECTRONICS CONVENTION AND EXHIBITION

OCTOBER 25 - 27, 2023  
WORLD TRADE CENTER  
PASAY CITY, METRO MANILA

*"POSITIONING THE PHILIPPINE ELECTRONICS INDUSTRY FOR THE NEXT INDUSTRIAL REVOLUTION"*

GOLD SPONSORS



SILVER SPONSORS



BRONZE SPONSOR



CONVENTION SPONSORS



MEDIA PARTNERS



EVENT SUPPORTERS



FOR INQUIRIES, PLEASE CONTACT:

EXHIBITION  
VIAN ARANZA

psece2023@seipi.org.ph  
+63 920 978 9909

CONVENTION  
CRIS BAEL

cris.bael@seipi.org.ph  
+63 999 2287 046

SPONSORSHIP  
CELLE TOLEDO

celle.toledo@seipi.org.ph  
+63 920 970 7802

**ECONOMIST  
IMPACT**

**Partner pack**

# **Global Plastics Summit**

**Working towards a robust UN plastics treaty**  
October 11th-12th 2023 | Bangkok

[globalplastics.economist.com](https://globalplastics.economist.com) #EconGlobalPlastics

## From Challenges to Opportunities: Youth, Education, and Skills in a Post-Pandemic World

BY CHRIS MORRIS

“

**Whether you hail from idyllic rural landscapes or bustling urban cityscapes, educational opportunities leading to life-changing journeys need to be grasped.**

**A**s summer sweeps across the UK, where I am currently in transit, it brings with it a delightful sense of anticipation and boundless opportunities. Is the time ripe for young people to seize the moment and conquer the world?

In the quest for knowledge and self-growth, **Education and Skills Development** are the blazing beacons that guide our path. While the previous issue of **iMPACT** explored crucial health issues, we now shift our focus to the realms of education and



skills development—keys that unlock our potential, drive sustainable development and pave the way for a brighter future.

**Consider this: quality education (SDG4) and decent work (SDG8) are integral facets that shape our lives far more profoundly than we may realize.** Together, they provide a framework for us to advance our education, develop essential skills, and seize invaluable economic opportunities. Embracing these goals empowers young people to unleash their full potential, setting youth on a trajectory towards success.

Alas, many young people face daunting challenges when it comes to employment. High rates of unemployment and vulnerability

can be traced back to inadequate access to quality education and skills development opportunities. The effects of the COVID-19 pandemic have left scars in the current generation of young people which may last a lifetime. Without the essential tools that education and skills afford us, we struggle to meet the demands of the job market, treading precariously in low-paying and unstable jobs. This vicious cycle perpetuates limited opportunities, leaving countless young individuals vulnerable and unfulfilled.

**The question arises: do young people possess the ability to dismantle these formidable barriers?** By aligning efforts towards SDG4 and SDG8 in a coordinated fashion, can youth chart a course to economic autonomy and resilience. Arguably it is time for young people to seize control of their destinies, boldly navigate the uncharted waters of the future, and steer global politics and socio-economic development on a more sustainable, equitable, and resilient course.

**So, what is required in terms of education and skills development for the youth inhabiting rural**



# CHRIS' CORNER

areas? Cultivating an intimate understanding of the agricultural and maritime environment and market context serves as an unyielding foundation. Winning expertise in crop cycles, soil management techniques, and sustainable farming practices will distinguish the next generation of entrepreneurial farmers, enabling young farmers to identify lucrative market opportunities and forge sustainable livelihoods. Moreover, let us not underestimate the vital role of technology, effective communication, and digital literacy in our increasingly interconnected technological world—a resource that benefits youth in rural environments no less than their urban counterparts.

**On the other hand, city youth embark on a journey of their own, surging forth with a burning desire for education and academic excellence. In bustling cities, the pursuit of knowledge takes on unparalleled significance, propelling youth towards the acquisition of valuable traditional skill sets. However, mastery does not end there; strong communication, adaptability, and critical thinking constitute highly coveted traits amidst the rapid pace of urban life. The ability to collaborate effectively with individuals from diverse backgrounds and devise innovative solutions often sets youth apart from older generations.**

**While the allure of a fast-paced urban lifestyle, access to cutting-edge infrastructure, and an array of employment opportunities may bewitch city youth, it is**

**essential to recognize the invaluable offerings of rural locales.** Closer-knit communities, stronger family bonds, and a more affordable cost of living provide unique advantages and refuge during downturns and disasters. Ultimately, the skill set required to flourish in the modern world bears striking resemblances, regardless of our geographical origin. All young people possess a shared necessity for a solid foundation, comprised of literacy, numeracy, communication, critical thinking, digital literacy, collaboration, and adaptability. These are the educational and skill-building blocks that enable youth to navigate the complexities of life, embracing education, employment, and personal growth with unwavering confidence.

**Governments should strive to ensure that opportunities for all young people to acquire these skills are plentiful and affordable to all,** existing across a spectrum of pathways. Formal education, problem-solving activities, digital resources and courses, extracurricular engagements, mentoring, coaching, and continuous learning blaze trails toward the strengthening of foundational skills. It is also incumbent upon young people to seek out and embrace these precious opportunities, passionately pursuing fresh experiences, and engaging actively in personal growth.

Remember, this is a journey that spans a lifetime. Seize the moment, for the excitement and challenges that await young people are boundless. Recognize that most governments acknowledge the undeniable potential youth hold, and they seek

to unlock it, propelling youth toward the creation of meaningful change. A prosperous, sustainable, and resilient future beckons—but young people must raise the spotlight upon themselves. I implore you to work diligently, nurturing your education, formal and informal alike, cultivating a skill set that you will proudly wield, and boldly imprint your mark upon the world. The stage is set, and the audience awaits—please leave them breathless with the indomitable spirit of Generation Z.

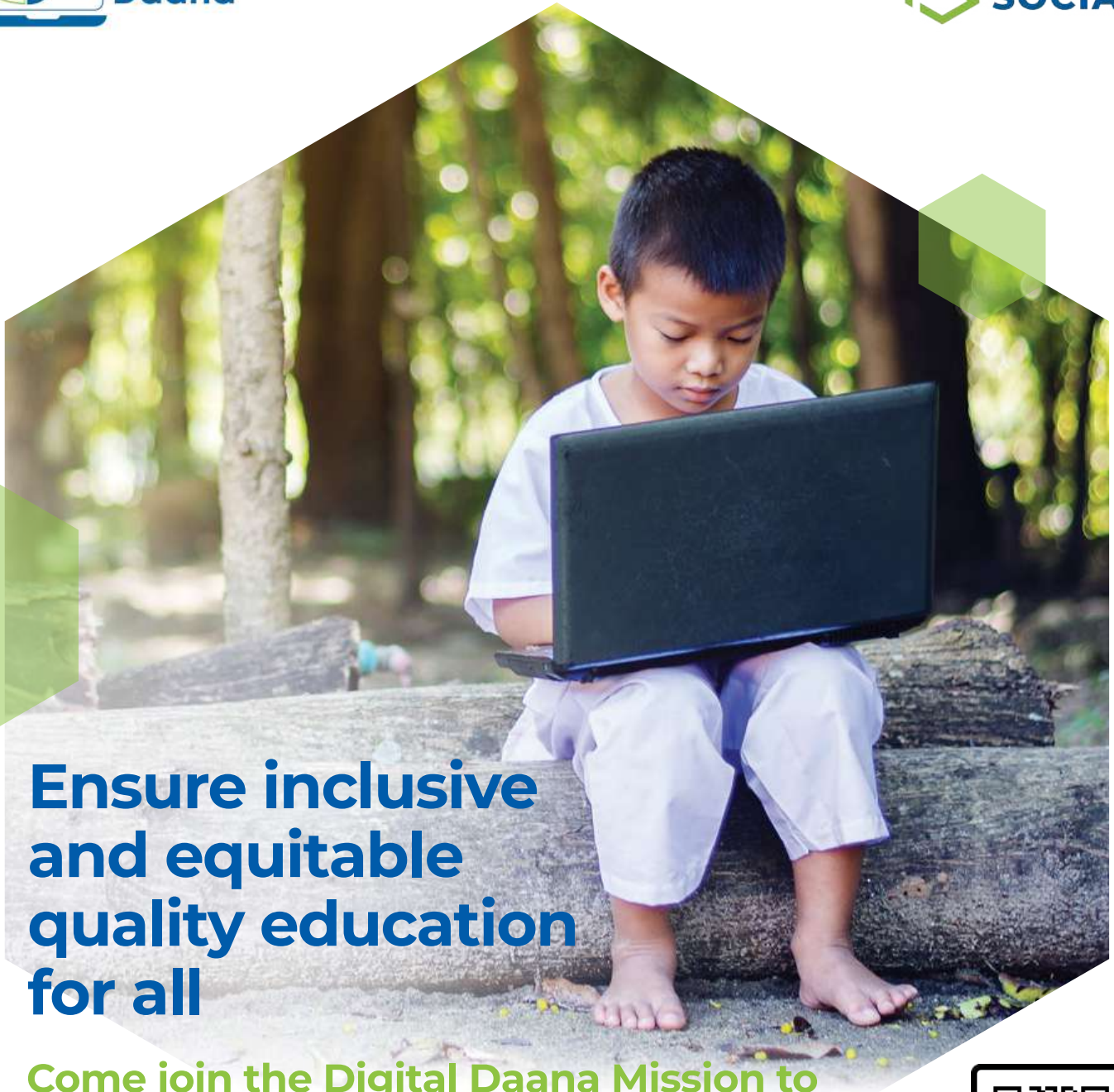
I wish you continued good health, peace, and a happy resilient mindset as young people continue to rebound after the pandemic.



**Chris Morris**  
Advisor for ASSIST  
and iMPACT

# RESOURCES

TITLE OF ARTICLE	ORGANIZATION	WEBSITE
1. News Roundup: India lunar rover first to walk near the Moon's south pole	BBC	<a href="https://www.bbc.com/news/world-asia-india-66601996">https://www.bbc.com/news/world-asia-india-66601996</a>
2. News Roundup: UNESCO: Climate change and the right to education in the Asia-Pacific region	The Guardian	<a href="https://www.unesco.org/en/articles/new-unesco-study-highlights-impact-climate-change-right-education-asia-pacific-region">https://www.unesco.org/en/articles/new-unesco-study-highlights-impact-climate-change-right-education-asia-pacific-region</a>
3. News Roundup: Why did UNESCO call for a global ban on smartphones in schools?	Reuters	<a href="https://www.unesco.org/en/articles/smartphones-school-only-when-they-clearly-support-learning">https://www.unesco.org/en/articles/smartphones-school-only-when-they-clearly-support-learning</a>
4. This Caught Our Eye: Sustainability through the eyes of a restaurant owner	LinkedIn	<a href="https://www.theworlds50best.com/asia/en/the-list/toyo-eatery.html">https://www.theworlds50best.com/asia/en/the-list/toyo-eatery.html</a>
5. This Caught Our Eye: Poachers-turned-conservationists restore coral reefs in Indonesia	Times Now	<a href="https://www.euronews.com/green/2023/06/09/meet-the-ex-poachers-restoring-the-indonesian-coral-reefs-they-destroyed">https://www.euronews.com/green/2023/06/09/meet-the-ex-poachers-restoring-the-indonesian-coral-reefs-they-destroyed</a>
6. This Caught Our Eye: Debt-for-nature swaps: Portugal turns Cape Verde's debt into climate protection	Forbes	<a href="https://www.euronews.com/green/2023/01/26/debt-for-nature-portugal-is-trading-cape-verdes-national-debt-for-climate-investments">https://www.euronews.com/green/2023/01/26/debt-for-nature-portugal-is-trading-cape-verdes-national-debt-for-climate-investments</a>



# Ensure inclusive and equitable quality education for all

**Come join the Digital Daana Mission to  
Empower Children with Digital Devices.**

**Donate Now**



[www.mettasocial.com](http://www.mettasocial.com)

**Let's enable access to Digital Education for 1 Million Children**

**Connect with us:**

**Corporate Address :**

Sterling Tower - B-Wing, 1st Floor,  
Pan Card Club Road,  
Baner, Pune-411045, India.

**Inquiries :**

email-id: [contactus@mettasocial.com](mailto:contactus@mettasocial.com)  
Contact: +91 96739 98021

**India office :** Pune - Mumbai - Delhi - Bengaluru - Goa

**International office :** Manila - London

# ASSIST now offers our GrantNAV Services!



*Did you know that over a hundred grants & funding opportunities are published globally on average each week?*

***Gain access to these opportunities and enhance your organization's impact!***

## **UNLOCK OUR OPPORTUNITY RESEARCH SERVICE!**

Secure well-curated, and expertly reviewed grants/opportunities, tailored specifically to your needs. We guarantee a higher chance of success for your organization!

### **See our service model!**



#### **RESEARCH**

Maximizing the source database according to the client's criteria



#### **REVIEW**

Conducting the multi-levelled internal reviewing process



#### **REPORT**

Delivering scheduled reports on the agreed upon frequency



#### **RECOMMEND**

Curating the best opportunities with the highest probability of winning



## **WHO WE ARE**

GrantNAV was founded on the premise that funding / opportunity research is a critical component for any successful business or non-profit organization. With a seasoned team backed by a well-articulated process and relevant tools from ASSIST's 20 years of experience, we will help your organization rise above the funding challenges.

### **Interested in our services? Contact Us!**

**Mai Li Spencer**  
*Business Development Lead*  
maili@assistasia.org

Or inquire about our other services in **Grant Application Support**, and **Knowledge Sharing & Other Management**

**View our postcard here**

