We are happy to bring to you this issue of *EduComm Asia* covering mostly on the thematic area of Community Radio. We are thankful to Toby Mandel for his contribution to the Guest Column in this issue, where he highlights the need for appropriate regulation for a robust CR sector. From a comparative perspective Toby provides us useful advice to think and aspire for. In the case study section, we highlight the example of Farm Radio International and its impact on improving Agriculture practices using Community Radio. We also present to you the extract of a research on Community Radio Practices in Africa, Asia, Latin America and the Pacific, which indicates that 38% of CR stations in the survey are run by NGOs. In Asia, this is above 60%. We list some of the web resources for Web Radio in the Worth While Web section. In the Technology Tracking we present the mobile interactive voice response technology of Gram Vaani as a tool to improve community participation. There is also a book review related to Community Radio in this issue.

We focus on the Hunar Project of the National Institute of Open Schooling in the Spotlight section to highlight its significant impact in improving access to quality skill development amongst minority girls. In the SMART Tips, we present to you how to use social media in citation and referencing. We also share with you the other regular features, including the activities of CEMCA.

I am happy to report to you that the Community Radio Technology Course consisting of 9 modules and 12 videos was released during the 4th National Community Radio Sammelan organized by the Ministry of Information and Broadcasting in the month of March 2014. I thank all the course contributors, editors, producers and particularly the Broadcast Engineering Consultants India Ltd (BECIL) for their support in making this happen. As per our policy, all these are available as Open Educational Resources.

While you will see reports of our activities in this issue and on our website, I would like to highlight the Community Radio Video Challenge as one of the most significant initiatives taken up by CEMCA to promote CR amongst the young people of India. We are lucky to have the right kinds of partners for all our activities, and I would like to thank each one of them for their faith on us. Partnership is one of our key strategies to implement our activities, and we believe that working together increases the value of our collective resources.

We hope that you will like this issue of *EduComm Asia*. As indicated always, we look forward to your feedback to serve you better. Do write to us about what you want to see more in the Newsletter, and how you can be part of the team of contributors.

Dr. Sanjaya Mishra
It is now widely, if not quite universally, recognised that strong community broadcasting, and community radio in particular, is an important element of a diverse media environment which serves the right of members of the public both to express themselves and to receive the information and ideas they need. This is reflected in international standards and statements about broadcasting, as well as national law and practice in this area.

At the same time, the specific regulatory measures that States have adopted to facilitate the development of the community radio sector differ widely. Some reflect better practice – in terms both of being aligned with international standards and of supporting the development of a robust community radio sector – while others fail to meet these standards.

This Guest Column provides an overview of the key international standards in this area, and assesses the various different issues and approaches regarding better practice regulation of community radio. It draws on the book, *Tuning into development: International comparative survey of community broadcasting regulation*,¹ which surveys the practice of thirty different countries from every region of the world. Like the book, it assesses practice in three different areas, namely: namely recognition, definition and form; access and licensing; and funding and sustainability.

### International Standards

International standards governing community media are largely derived from primary guarantees of freedom of expression. The *Universal Declaration on Human Rights* (UDHR)² is the leading statement of international human rights. Although, as a UN General Assembly Resolution, it is not formally legally binding on States, parts of it, including the guarantee of freedom of expression at Article 19, are widely regarded as having acquired legal force as customary international law. Article 19 states:

> Everyone has the right to freedom of opinion and expression; this right includes the right to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

This guarantee was translated into formal legal protection for freedom of expression by Article 19 of the *International Covenant on Civil and Political Rights* (ICCPR),³ a treaty ratified by 167 States as of March 2014.

These guarantees refer to a number of general standards which are relevant to community radio. Among other things, these require regulatory bodies to be independent of both government and the media, and impose strict limits on any restrictions on what may be broadcast by community radios.

However, the general standard which is most significant for community radio is the obligation on States to promote media diversity. Indeed, most of the specific standards relating to community media that have been developed through international standard setting are derived from the idea of diversity. There has been extremely broad endorsement of the idea of diversity as a key element of the right to freedom of expression. Jurisprudentially, diversity derives from the multi-dimensional nature of freedom of expression, which protects not only the right of the speaker (to ‘impart’ information and ideas) but also the right of the listener (to ‘seek and receive’ information and ideas).

To give proper effect to the right of the listener implies that he or she is able to receive a diversity of information and ideas, since information from just one source would not represent a right but simply a one-dimensional flow.

Diversity derives from the multi-dimensional nature of freedom of expression, which protects not only the right of the speaker (to ‘impart’ information and ideas) but also the right of the listener (to ‘seek and receive’ information and ideas).
of information and ideas, in turn, depends on a diversity of types of media which reflect different viewpoints and perspectives in society. There are many statements by authoritative international actors that support this idea. To quote just one, the special international mandates on freedom of expression adopt a Joint Declaration on a freedom of expression issue every year. Their 2007 Joint Declaration on Diversity in Broadcasting included the following statement:

**Different types of broadcasters – commercial, public service and community – should be able to operate on, and have equitable access to, all available distribution platforms. Specific measures to promote diversity may include reservation of adequate frequencies for different types of broadcasters, must-carry rules, a requirement that both distribution and reception technologies are complementary and/or interoperable, including across national frontiers, and non-discriminatory access to support services, such as electronic programme guides.**

**Recognition, Definition and Form**

It is central to the whole idea of promoting community radio that the legal framework provide for special rules for this sector – which are different from those that apply to either commercial or public service broadcasting – as a precondition to providing for needs such as special licensing frameworks and funding. This is clearly dependent on a precise definition of community radios or broadcasters. In practice, legal definitions and requirements for community broadcasters are divided broadly into three main areas: form (requirements regarding the structure which the broadcaster must take); link to the community (the ways in which the broadcaster must demonstrate its relationship with the community); and positive content standards (i.e. requirements that community radio station carry content which is deemed to be “relevant” to the community).

In almost all cases, community radios are required to operate on a not-for-profit basis, which is a natural requirement given the foundational idea that they are owned and managed by the community (so that any profits should be returned to the community). Most countries also require community radios to have a legal form, although the rationale for this is unclear and some countries allow for licensing of non-legal entities. Some countries recognise government bodies as operators of community radios, while others prohibit this, thereby reflecting better practice, for community broadcasters are not the same as public service broadcasters.

**A more flexible approach is to look at the overall link to the community, which would include formal and informal governance structures, involvement of the community in management and programme production, and responsiveness of programming to community needs.**

Community broadcasters can serve different types of communities, but the dominant approach globally is to focus on geographic communities. In many countries, the law includes very general, and ultimately aspirational, exhortations regarding the link to the community, such as that the radio must be responsive to community needs. Inasmuch as these are ultimately unenforceable, they should not be included in formal legal frameworks. Some countries prescribe very specific modalities for community involvement, such as an annual general community meeting. While a potentially robust means of ensuring the goal of involvement, these may also be excessively rigid, thereby excluding some radios which do actually have strong community links. A more flexible approach is to look at the overall link to the community, which would include formal and informal governance structures, involvement of the community in management and programme production, and responsiveness of programming to community needs.

In terms of positive content standards, one again finds too many general exhortations – for example to produce diverse or educational programming – which are hard to enforce and hence inappropriate as legal requirements. Some countries impose more specific rules, such as quotas for locally produced content or content in local languages. Any such rules clearly need to be tailored to the particular circumstances of the country and even community.

**Access and Licensing**

As with definitions, three main issues are relevant in the area of access and licensing, namely reservation of frequencies, licensing procedures and technical conditions. Better practice is to reserve some (an equitable portion) of the frequency spectrum for community radios, based on the understanding that these entities cannot compete openly for spectrum with commercial radios. There are many models for this. One is to provide for specific frequency reservations, usually expressed as a percentage, such as 20 or 30 percent of the frequency band. This has the advantage of clarity and predictability but it is also rigid inasmuch as needs will almost certainly differ from one location to another. Another approach is to impose a general requirement on the regulator to reserve equitable frequencies for community radios. This is more flexible but works only if the regulator actively protects frequencies for community radios. In yet other countries, minimum quotas are set, such as at least one or five percent, along with a requirement for the
regulator to allocate frequencies fairly among the different types of broadcasters.

Better practice is to provide for expedited, light procedures for licensing community radios. These may either be written directly into the primary legislation or left to the regulator to be developed as a matter of policy. These procedures normally involve both less onerous application requirements and expedited processing of applications. In many countries, applications may be either in response to a call for tenders or received on an ad hoc basis. This allows for flexibility in tailoring the licensing process to the local context.

Many countries impose certain special technical conditions on community licensees. A common rule is shorter licensing periods for community radios or, in some countries, a shorter initial ‘developmental’ licence, which allows the radio to try to get off the ground, followed by a longer ‘regular’ licence. Some countries also impose requirements of minimum hours of daily broadcasting on community radios, for example of four or six hours of programming.

Many countries impose power and range restrictions on community radios, while this is prohibited in other countries. This is a difficult issue, involving competing interests such as access to frequencies, financial viability for commercial stations and technical standards. The imposition of rigid, across-the-board restrictions will often be difficult to justify, since these rules need to take into account factors such as the size of the target community, suggesting that this issue should be left to the discretion of the regulator. Also, in many countries the restrictions are unnecessarily limiting, and cannot be justified by reference to any legitimate interest.

**Funding and Sustainability**

Once again, regulatory regimes regarding funding and sustainability may be broken down into three main categories: waiving or reducing fees; rules regarding fundraising by community radios; and public subsidies or funds for community radios.

Many countries provide a total or partial fee waiver for community radios, as compared to commercial radios, in relation to either or both of the licence application fees and ongoing (annual) licence fees. This is a fair reflection of the community structure of these broadcasters and the very limited funds that are generally available to them.

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**The imposition of rigid, across-the-board restrictions will often be difficult to justify, since these rules need to take into account factors such as the size of the target community, suggesting that this issue should be left to the discretion of the regulator.**

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Many countries do not impose any limitations on how community radios can raise (commercial) funding. Some, however, use an interesting approach whereby community radios are free to fundraise as they may wish, but restrictions are imposed if they want to have access to public funding sources, whether in the form of a dedicated community radio fund or public advertising. This requires community radios to decide on their fundraising model: either commercial or more publicly funded. Better practice is to allow community radios to carry advertisements, without which their basic sustainability is at risk, but some countries limit the amount of advertising, either to that imposed on all radios or with stricter limits.

In many poorer countries, most financial support for community radios in practice comes from international donors. While there are disadvantages to this, and some countries have imposed limits on it, it is also often simply a reflection of local commercial realities. In many countries, including some developing countries, a dedicated fund has been established to support the growth of the community radio sector. Such funds may come either from public monies or via a cross-subsidy from commercial broadcasters. This is clearly good practice, as it not only promotes sustainability but also allows community radios to concentrate on programming as opposed to fundraising.

As the above makes clear, regulating community radio is a complex matter involving many dimensions. In most cases, the overriding goal has been to put in place rules that strike an appropriate balance between pursuing legitimate regulatory objectives – such as ensuring a strong link to the target community – while allowing sufficient flexibility to allow aspirant community radios to get started and to operate effectively. Some sort of regulator will be at the very centre of almost any system of regulation. It is essential that this regulator meet international standards of independence. All too often, this is not the case, leading to a situation where community radios suffer from far too much government influence.

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Spotlight On...

Hunar Project of National Institute of Open Schooling

By Sukanta Kumar Mahapatra

The process of globalization has emerged as an important force in the changing labour market in recent decades. Not only the size and volume of workforce has increased in formal sector but increase of labour force is also marked in the informal sector. On the other hand, women’s employment has increased in most countries, whereas men’s employment has either stagnated or has declined driven by new demands and new expectations in the globalised economy. Over the years, the earning averages of women with low education are declining compared to the women with high education. Girls and women belonging to socially and economically weaker sections such Scheduled Castes and Muslim women are most deprived among all segments of population in India. According to an ORG-Marg Muslim Women’s Survey — commissioned by the Nehru Memorial Museum and Library, New Delhi — conducted in 2000-2001 in 40 districts spanning 12 states, it was found that the enrolment percentage of Muslim girl children is a mere 40.66 per cent. As a consequence, the proportion of Muslim women in higher education is a mere 3.56 per cent, lower even than that of scheduled castes (4.25 per cent). On all-India basis, 66 per cent Muslim women are stated to be illiterate. In India, high percentages of Muslim women drop out from school education.

To address this burning issue, National Institute of Open Schooling (NIOS) has taken special measures for the educational development of Muslims as a whole.

Realizing that minorities face number of constraints in education, the special minority cell within NIOS was created in 2006. The cell plays an important and vital role for implementation of NPE 1986, and Programme of Action (POA) 1992. It is making efforts to bring out of school Muslim children within the fold of education through alternative schooling by accreditation of Maktabs and Madarsa. Minority Cell therefore has become a major instrument of policy intervention for Government of India for improving educational access for Muslim Minorities at school level in the light of the recommendations of Sachchar Committee and Prime Minister’s 15 Point Programme. The Minority Cell of NIOS grants accreditation on relaxed norms especially developed for minority institutions. This has helped to link traditional educational institutions like Madarsas, Maktabs and Darul-Ul-Uloom into mainstream education. The National Commission for Minority Educational Institutions (NCMEI) had signed MoU with the NIOS to create a wider network of study centres in recognized and registered Madrassas.

Looking at the prospect of developing the educational and employment status of Muslim women, NIOS has launched a skill development programme called “Hunar” with the objective of encouraging school education and development of skills among Muslim women. The project was initiated in Bihar in collaboration with Bihar Education Project Council (BEPC) to impart skill training to Muslim girls in seven vocational courses from 2008-09 session. A total of 13,768 Muslim girls have been imparted skill training in courses like Gram Sakhi, Cutting, Tailoring and Dress Making, Basic Rural Technology, Jute Production, Bakery and Confectionery, Beauty Culture and Early Childhood Care and Education. Looking at the socio-cultural realities, Madrasa and institutions taking care of betterment of Muslims are chosen as nodal agencies for running the project. Out of 13,768 girls, 11,347 girls passed the examination and received certificate in respective trades. It is interesting to mention that not
Ishrat Bano wanted to be a doctor. But she was not so lucky to see a medical college. Daughter of a poor man, she is now happy to fulfill her dream to some extent. She did a course under Gram Sakhi and learnt lessons in health and paramedics. This could become possible for this student of B.Sc under state government’s ambitious project ‘Hunar’ introduced last year. “This training will help me to reach the poor and help them in health-related matters,” said Bano.

Patna. Khushwari Khatoon said that she desires to join some hospital to serve as a paramedic.

Iftekhar Nizami, iIn charge of one of the centres under Hunar Project said, “This programme has become a huge success and people from various blocks and villages are demanding that such centres be opened in their areas too.”

Launched of Hunar Programme by NIOS has not only helped in developing the employment prospects but also provides a scope to serve their family and community.

Worth While Web

Audio streaming Software

- **Anpache**, [https://github.com/ampache/ampache/](https://github.com/ampache/ampache/)

Radio Station Management

- **Grins**, [http://www.gramvaani.org/?page_id=34](http://www.gramvaani.org/?page_id=34)

Integrate SMS with Radio Station

- **Telerivet**, [https://telerivet.com/](https://telerivet.com/)

Audio Streaming Platform

Workshops on Communities of Practice for Teacher Educators

CEMCA has been supporting ICT capacity building of teacher educators through several workshops. With the support of the Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi, IT for Change organized two five day workshops for the teacher educators from CTE (Colleges of Teacher Education) and DIETs in Karnataka from 11-15 November 2014, and 10-14 March 2014, at the Dharwad DIET and Bangaluru Urban DIET, respectively.

The main objective of the workshops was to extend the community of practitioners by training the next set of CTE and DIET faculty members on learning about ICTs, focusing on the use of ICTs for both constructing (learning resources) as well as connecting (for building a community of practitioners). The participants also learned the use of free and open educational applications including Freemind, understand educational tools such as Geogebra and Marble, web-based tools including online maps, digital albums and translation tools, and tap digital learning resources available on the Internet. The community of teacher educators continued to interact through emails and through the wiki platform. The basic need to provide resource support to teachers was expected to provide a strong rationale for this community of teacher educators to grow.

CEMCA in partnership with Allahbad University organised another workshop for teacher educators of Uttar Pradesh on ICT integrated teacher education to assist teacher educators use ICTs effectively. Thirty teacher educators nominated by the Department of Education, Government of Uttar Pradesh attended the three day workshop at Allahabad from 5-7 March 2014. Prof. P. K. Sahoo coordinated the event on behalf of University of Allahabad.
Field Testing of Community Radio Continuous Improvement Toolkit

UNESCO Chair on Community Media (UCCM) at the University of Hyderabad, which developed the Community Radio Continuous Improvement Toolkit (CR-CIT) last year, has been field testing the toolkit in order to further improve the same and develop a model for voluntary self-review and peer assessment of Community Radio Stations (CRS).

UCCM in collaboration with CEMCA and Bangladesh NGO’s Network for Radio and Communication (BNNRC) facilitated an advanced level 3-day national workshop on Community Radio Continuous Improvement Toolkit (CR-CIT) at IDB Bhaban, Dhaka, Bangladesh from 25-27 November, 2013. A total of 32 senior level staffs of all the Community Radio stations attended the training workshop from all over the country. Chief Information Commissioner Mohammed Farooq, Reba Rani Saha, Joint Secretary, Ministry of Information, Bangladesh, Kazi Akhtar Uddin Ahmed, Director General, Bangladesh Betar and a few renowned broadcasters participated in the workshop and shared their ideas to develop the Toolkit in the context of Bangladesh.

Continuing the field testing, UCCM, University of Hyderabad organized a field testing workshop from 3-4 February, 2014 in Bengaluru at Radio Active CRS. This was followed by another similar workshop at Gurgaon Ki Awaz from 27-28 February 2014.

The CR CIT provides an easy-to-use framework that allows CR stations to periodically assess themselves on their performance. The toolkit has been drafted keeping in view: (a) the national community radio policy guidelines (in India) which have several mandatory provisions; and (b) certain non-negotiable principles of community media globally, such as community participation and ownership, access and inclusion to marginalised groups, gender equity, community-generated content, emphasis on local cultures and identities, and transparency and accountability in practice.

This field-testing of the CR-CIT will help further refine the toolkit and develop a credible process of self-review and peer assessment into the toolkit.

Panel Discussion on ‘eLearning in Commonwealth Asia 2013’

The CEMCA organised a panel discussion on the Report ‘eLearning in Commonwealth Asia 2013’ as part of the activities for the 7th Pan-Commonwealth Forum on Open Learning (PCF7) held at Abuja, Nigeria from 2-6 December, 2013. The report presented the eLearning scenario in the Commonwealth Asia with the conclusion that the eLearning activities in the region are on the rise, though ‘blended mode’ of eLearning is more popular among the educational institutions. It emphasised the need for not only creating general awareness about the eLearning activities among the stakeholders but also developing and implementing quality parameters for launching eLearning Programmes. Dr S K Pulist, Deputy Director, Distance Education Bureau, UGC, New Delhi, who conducted the study and prepared the report presented the findings, while Prof. K Srivathsan, Ex-Pro-Vice-Chancellor, IGNOU, New Delhi, and Ishan Abeywardena, Deputy Dean, Wawasan Open University, Malaysia were the discussants on the Panel. The session was chaired by Dr Sanjaya Mishra, Director, CEMCA, New Delhi.
Master Training for Community Radio Women Broadcasters

While the Community Radio movement in India is fairly young, the achievements and accolades it has won both within the communities it works with and the larger nation is remarkable. The sector has also been working towards bridging the digital divide and there are several structural barriers that are hard to alter and increasing women’s participation in the sector remains a key challenge. Maraa, a Bangalore based media and arts collective, on behalf of CEMCA organized a master training focused on mutual capacity sharing between women broadcasters to create participatory programming from 17-20 November, 2013 at Ghitorni, New Delhi. This four-day capacity building workshop also provided an opportunity to 9 radio stations (North Zone) to attain conceptual clarity on the Community Learning Program (CLP) model developed by Commonwealth of Learning through collaboration with various global partners. Maraa organised another similar workshop for the select Community Radio Stations of Southern region from 25th -28th February, 2014 at Bengaluru.

The main thrust of both the workshops was to train the community broadcasters to become trainers to involve women to participate in programming and broadcasting for community radio stations. The key objective of the workshops was to build upon the participant’s communication and facilitation skills as well as help them engage meaningfully in CRS activities, both developing good learning content as well as engage meaningfully with non-programmatic areas of a CRS like community mobilization, planning and conducting outreach activities and training.

In both the workshops, resource persons introduced various tools that can be used for developing a radio series that blends ‘outcome-oriented learning design’ with ‘process-oriented dialogue’ and stakeholder participation. This also forms the core of the CLP model. The model is in sync with the objective of increasing women’s participation in community radio at all levels of decision-making in a community radio programme. CEMCA intends to build the capacities of 180 Women Broadcasters through this initiative, and improve the quality of programming by Community Radio stations.

These participants will organise further training on community radio broadcasting, covering community learning programme development in their respective CRS for about 10 women each.

Facilitators’ Workshop for OER-based eLearning

Commonwealth Educational Media Centre for Asia (CEMCA) in collaboration with Dr. B.R. Ambedkar Open University (BRAOU), Hyderabad organised the Facilitators’ Workshop for OER-based eLearning from 7-9 January 2014. CEMCA has initiated the development of an online professional development course for integration of Open Educational Resources (OER) in teaching and learning, and help institutions deliver eLearning programmes efficiently and effectively. This activity started as an institutional capacity development programme at Wawasan Open University, Malaysia, and teachers form the leading institutions in the Asian Commonwealth have contributed to the development of the contents over the last 12 months.

The workshop at Hyderabad facilitated by Dr. Som Naidu, focussed on the online delivery of the professional development programme and developed online activities the learners of the programme would do to earn open badges for the five modules. Participants from Indira Gandhi National Open University (IGNOU), National Institute of Open Schooling (India), Open University of Sri Lanka, Open University of Malaysia, Wawasan Open University, Penang, and BRAOU, Hyderabad participated in the workshop to contribute and share experiences of online facilitation for teaching and learning. One representative from Higher Education Commission, Pakistan also attended the workshop.

STOP Press: CEMCA launched the pilot version of the Online Professional development Programme on OER-based eLearning from 1 April 2014. This programme will run for 14 weeks, and 40 participants are currently enrolled for the programme to earn Open Badges.
Skills based Vocational Programme for Sound Assistants

Moving towards achieving the National Mission of skilling 500 million people in India, the Commonwealth Educational Media Centre for Asia (CEMCA) has been supporting the development of open and distance learning courses in compliance with the National Skills Qualifications Framework. It is currently supporting the development of a modular programme for Sound Designers at the National Institute of Open Schooling (NIOS). The NIOS organized the second workshop for development of the curriculum and learning materials from February 6-8, 2014 at the NIOS Campus, Noida. In the modular approach, a Certificate Programme for Sound Assistant is currently being developed, and it will be available for anyone who has Grade 10 qualification. The workshop of experts and course developers reviewed the content developed and discussed the issues related to organization of practical and multimedia based support materials.

The welcome address was given by Dr. Manju Gupta, Deputy Director, Vocational Department, NIOS. She explained the procedure to be followed while reviewing the lessons written for this programme. Ms. Shivali Chawla, Academic Officer, NIOS as Programme Coordinator, ensured the achievement of set objectives and smooth conduct of the programme. Dr. Ankuran Dutta, Programme Officer from CEMCA attended the event and shared his views on developing the video materials for this programme. Eight outside experts and four internal experts from Media Unit of NIOS participated in the workshop to provide their valuable inputs to the programme.

World Radio Day Celebration

Commonwealth Educational Media Centre for Asia (CEMCA) in partnership with UNESCO, New Delhi observed the World Radio Day on February 13, 2014 at the India International Centre, New Delhi. On this occasion, a panel discussion on the theme ‘Community Radio: Strengthening Freedom of Expression and Empowering Communities’ was conducted followed by the awards distribution ceremony of the Community Radio Video Challenge (CRVC).

For the first time in India, a competition of this kind was organised amongst Indian media students on the topic “Why Community Radio Matters” to engage the Indian youth in Community Radio initiatives and emphasize its role in community’s self-expression, learning and development.

CEMCA signs MoU with BECIL

A Memorandum of Understanding (MoU) has been signed between Shri K. Subramanian, Chairman and Managing Director, BECIL, Noida and Dr Sanjaya Mishra, Director, CEMCA at BECIL Bhavan, Noida on 5th of March, 2014. The basic objective of the MOU is to identify possible avenues for collaboration and to establish the basis of collaboration where it is mutually beneficial, within the context of each organization’s mandate and existing obligations. The purpose is to establish a formal basis of cooperation between both the organisations in a collaborative effort to promote knowledge and skills of Community Radio Technology through capacity building of interested persons and institutions by offering face-to-face and distance learning opportunities. As per the MoU, a Joint Committee will be set up with representatives from both the organisations to follow up the execution of the MOU and suggest necessary measures for its effective implementation.
Fifteen short videos on the theme received awards in various categories. The winning film ‘Aaji Kar Radio’, produced by a team from the Central University of Jharkhand in Ranchi, brilliantly portrayed the life-changing role CR could play for villagers by conveying information about Government welfare schemes. The Awards were distributed by Ms. Supriya Shau, Joint Secretary, Ministry of Information and Broadcasting, Govt. of India. Mr Shigeru Aoyagi, Director and UNESCO Representative to Bhutan, India, Maldives and Sri Lanka emphasized that CR can convey very relevant messages and topics like climate change adaptation, empowerment of women, human rights, democracy, women rights, etc in different local languages. Dr. Sanjaya Mishra, Director, CEMCA stated that the 3 minutes video challenge competition has been taken up by the Indian media students well, and the results are quite encouraging. This will be an annual event with the support of all the stakeholders. While congratulating the award winners, Prof. Ashok Ogra, Chairman of the Jury thanked all the jury members for their support and explained the selection process.

The panel discussion before the Award ceremony covered five key issues in the discourse about CR in India—(a) allowing CR stations to broadcast news programmes; (b) closing existing gaps in efforts to raise awareness, build capacity and drive advocacy; (c) promoting gender inclusiveness at CR stations and within communities; (d) using CR to strengthen collective awareness about rights and entitlements; and (e) addressing the training needs of CR practitioners. Speakers on the panel included Prof. Vinod Pavarala, Mr Rajiv Tikoo, Ms Pooja Murada, Ms Venu Arora, and Ms Archana Kapoor. Ms. Iskra Panevska, Adviser, Communication and Information for South Asia of UNESCO welcomed the guests and speakers, and highlighted the importance of the World Radio Day. The consensus on the panel was to have more information to the people through CR, strengthen advocacy and capacity building, gender sensitisation, empowerment through people’s engagement, and how to make the simple CR technology simpler.

Community Radio Technology Course Materials Released

The nine modules and a video disc containing 12 videos of the Certificate in Community Radio Technology have been released by Ms. Supriya Sahu, Joint Secretary, Ministry of Information and Broadcasting, Govt. of India at Vigyan Bhawan on 13th of March, 2014 in presence of Shri K. Subramanian, Chairman and Managing Director, Broadcast Engineers Consultants India Limited (BECIL), Noida and Dr Sanjaya Mishra, Director, CEMCA at the 4th Community Radio Sammelan.

These materials, contributed by the best minds in the country, and developed under the guidance of BECIL, are available as Open Educational Resource (OER) for any institution to use and offer certification. Ms Sahu congratulated and thanked CEMCA and BECIL for developing and sharing the materials with the community. Shri Subramanian informed the gathering that it was really a nice collaborative work and appreciated the authors and editors for their effort. CEMCA in collaboration with BECIL will provide assistance to select interested educational institutions to adopt these materials and run certificate level course on community radio technology.
Regional Web Radio Workshop

Commonwealth Educational Media Centre for Asia (CEMCA) organised a Regional Web Radio Workshop for the academic institutions and community radio stations of four Commonwealth Asian countries from 26 to 28 March, 2014 at National Institute of Open Schooling, Noida.

To further enhance access to audio-based learning and using digital technologies, CEMCA has been encouraging educational institutions and community radio stations to setup internet based radio, also known as Web-Radio. Partnering with Gram Vaani Community Media, a group known for their innovative use of technology, CEMCA invited participants from India, Bangladesh, Sri Lanka and Maldives to help them use software tools in a step-by-step manner for setting up Web Radios in their respective countries.

The programme was inaugurated by Dr. Sitansu S. Jena, Chairman, NIOS, who shared the experience of NIOS on Web Radio. He emphasized that making learning materials more accessible to learners is a necessity of ODL institutions. Dr. Sanjaya Mishra, Director, CEMCA emphasized the importance of web radio in the context of learning for development. Representatives from Open University of Sri Lanka, National Science Foundation of Sri Lanka, Maldives National University and Bangladesh Open University participated in the workshop.

From India, 11 participants representing Jamia Milia Islamia, National Institute of Open Schooling, Film and Television Institute of India, Netaji Subhash Open University, M.J.P. Rohilkhand University, and Ajamgarh Ki Awaz actively participated in the workshop. In the valedictory session, S K Prasad of NIOS delivered the welcome address and Zahir Koradia, the key Resource Person expressed his views on the workshop. Sh. U N Khaware, Secretary, NIOS distributed the certificates to the participants. Dr. Ankuran Dutta, Programme Officer, CEMCA assured the participants for further technical assistance and thanked all the participants, resource persons and NIOS for holding the workshop successfully.

Dear readers,

EduComm Asia is your newsletter of useful ideas, views and information. From one issue to the next, we aim to strengthen the newsletter. The best way to do so is by keeping content diverse. You can help us to do so by becoming a contributor. Write to us about educational media news and other events that you would like to see in the newsletter. All contributions shall be duly acknowledged and appreciated.

- EduComm Asia
Case Study

Communication Empowers
An Effective Approach of Farm Radio International

By Anamika Ray

Introduction
According to the report of Food and Agriculture Organization (FAO, 2013), 98% of the 842 million hungry people in the world are in the developing countries. Most of them live in rural areas and are dependent on agriculture related activities for their livelihood.

A dynamic, prolific, competitive, diversified and sustainable agricultural system is needed for the sustainable developments for deprived societies. Radio has the power to accelerate the system towards development. Because of huge reach and access especially among the unreached and underprivileged communities, radio has become one of the most vibrant tools for advancement as well as sustainability. Community radio not only becomes the facilitator to solve the community problems but also bridges the gap between the community and others by disseminating required information. In this context it is worth to mention that if the community is restricted into the farmer community, then that kind of radio can be treated as Farm Radio.

Concept of Farm Radio
Farm Radio, sometimes referred to as rural radio, is considered a genuine, reliable, responsible and respected form of communication. Farm radio or agricultural radio helps to propagate the message on seed selection, soil preparation, utilization of fertilizer, irrigation, water supply system, health and hygiene, commercialization of food products, animal husbandry and many more to the cultivator community (Ilboudo, 2001). The farm radio with full and complete participation of cultivators can act as the key agent to empower the rural community. In this context a revolution can be seen made by Farm Radio International (FRI).

According to a survey of 4500 farmers in five countries of Africa carried out by FRI through the African Farm Radio Research Initiative (AFRRI), an average of 77% of rural households (ranging from 66% in Malawi to 85% in Mali) own a radio set in the Africa continent. As farmers are living at the edge of new technological boon, radio is the only porthole to sustain (Sullivan, 2011).

Farm Radio International
Farm Radio International (FRI) is a non-profit Canadian charitable organization based in Ottawa, Canada. ‘Radio is a tool for dialogue and change’, said German author Bertolt Brecht (in 1927) who recognized the radio as more effective when ‘audience members can go beyond listening to creating — or supplying — content by sharing their stories, solutions, questions and concerns’ (FRI Blog: Annual Report 2012-2013, 2013). George Atkins gave a shape of that noble thought.

Atkins was the voice of farm radio broadcast for 25 years at Canadian Broadcasting Corporation (CBC). During a conference of farm broadcasters in Zambia in the mid-1970s, George learned that most farm radio programmes featured information on expensive techniques or large-scale farming, and were not meaningful to the majority of poor farmers. This discovery challenged him to think on the creation of a worldwide platform to share practical (which is also affordable by the rural people) information on farming and cultivation. In 1979, he developed a new network of farm broadcasters to benefit millions of small farmers across the global south. It was called Developing Countries Farm Radio Network (DCFRN). At the initial stage, there were 34 broadcasters from 26 countries (Farm Radio International, n.d.). In 2008 DCFRN was renamed as Farm Radio International -- an association of more than 500 radio broadcasters in 38 African Countries. It was started with a noble cause -- fight poverty and food insecurity (Farm Radio International, n.d.). FRI works in African Countries.

Every year, FRI provides over 530 African broadcasters with three information packages consisting of radio scripts,

Radio listening group in Ethiopia. The women tune into a weekly PRC program about integrated pest management in lentil and chick pea production. Curtsey: FRI.
“how to” guides, and “issue packs” on variety of topics. FRI also distributes a weekly electronic news service called Farm Radio Weekly to more than 2500 subscribers in Africa. These resources are used by broadcasters to prepare radio programmes for their rural listeners. The Barza online community helps over 550 African broadcasters access and share radio resources, and connect with each other. On the other hand FRI not only ensures the quality of broadcasting through the provision of scripts, news stories and other resources, but also provides training to the broadcasters to help them produce radio programmes that meet the needs and aspirations of farmer communities.

Presently under the leadership of Kevin Perkins (Executive Director) along with 15 members of the Board of Directors, 12 staff in Canada, and over 40 in Africa, 34 volunteers and countless supporters from various countries, FRI works for not only food security and economic affluence by accessing the practical, relevant and timely information on farming but also provides a platform to engage and exchange their views among the farming communities.

**African Farm Radio Research Initiative (AFRRI)**

The African Farm Radio Research Initiative (AFRRI), implemented by FRI between 2007 and 2010 with funding from the Bill & Melinda Gates Foundation, sought to investigate how effective is radio in enabling small farmers in Africa and how can new technologies increase the effectiveness of radio as a sustainable, interactive development communications tool. To answer these questions, FRI embarked on an action research programme that involved working with 25 radio stations (a mix of public, commercial FM and community stations) in five countries (Ghana, Malawi, Mali, Uganda and Tanzania). FRI worked closely with its partner stations and local knowledge partners to design produce and evaluate a total of 49 participatory radio campaigns and 5 market information (MIS) radio programmes. An evaluation of the outcomes of 15 of these campaigns was conducted in 2010 using data collected in the field from 4600 households. The information (from the interview of the farmers) was recorded and stored in mobile phones and then sent to a database in the cloud.

The PRC approach results in measurable outcomes of 15 of these campaigns was conducted in 2010 using data collected in the field from 4600 households. The information (from the interview of the farmers) was recorded and stored in mobile phones and then sent to a database in the cloud.

**Participatory Radio Campaigns on Agriculture**

Right information at the right time empowers the cultivators to take wise decision. The PRC was developed by FRI as a deliberate and designed radio programme, (with specific duration --12 to 16 weeks) aiming to respond to information needs expressed by particular farming communities. It has helped thousands of small holder farmers not only to adopt the new innovation in the harvesting but also allow them to understand ‘how to take benefit from it’.

The PRC approach results in measurable impact because the farmers can decide the content, context and time of broadcasting to share their knowledge at common platform with the participation of people like them. With the knowledge gained through AFRRI, FRI has been working with new partners to implement PRCs on a range of topics. In 2012-13, FRI developed 16 PRCs in five countries (FRI Blog: Annual Report, 2013). The PRC offers a space to farmers to ascertain, to exchange the knowledge, to gain information and to share experiences with the new agricultural practice that can improve their family’s food security. The focus of the PRC is to help farmers make an informed decision to adopt (or not) an improved agricultural practice. After guiding listeners to the decision-point, the PRC provides implementation advice to those farmers that wish to adopt the improvement. In a PRC, various formats including panel discussions, vox pops, village debates, phone-in shows, mini-dramas and music have been followed to make the farmers feel attached with the information dissemination process.

Farmers’ feedback is used for monitoring and evaluating the PRC using new ICTs such as cell phones, MP3 players, and interactive voice response systems. These ICT tools, together with bulk SMS messaging systems help radio programmes to enhance the level of participation, reach and accessibility (Agricultural Radio That Works, 2011).

The PRC methodology includes a number of important stages, including: Community rapid appraisals, Improvement selection, Formative research, Campaign design, Broadcast, Gathering Listener Feedback, and evaluation. Around 40 million small farmers have been served by PRCs. Among them 20 million gained knowledge about the promoted agricultural improvement and 10 million adopted one or more of a wide range of improved farming innovations as a result of these PRCs (Participatory radio campaigns and food security, 2011).
**Marketing Information Service (MIS)**

Marketing Information Service (MIS) is one of the major and active involvements in the development process for the economic security for the farming communities in Africa. Through MIS radio programs, five radio stations that participated in AFRRI offered their listeners information on product price, market scenario, demand-supply ratio, physical distribution, enhancement of product quality, production activities with cultural and traditional practices, transportation, negotiation with middlemen, post-harvest support and background of the consumers. MIS featured the participation of farmers and their associations, traders and buyers, and extension agents at local, district, national and international level (Sullivan, 2011). According to AFRRI report, an average of 64.8% of respondents were aware of the MIS radio programs, and 84% of those who listened found the MIS radio programs to be “very useful”. It helps the farming communities to assess ‘what to grow, when to grow, and how much to grow’, which assists them to overcome the economic hurdles (Rao, 2011).

**Information Dissemination among Farmers**

**Farm Quest:** a 12-episode innovative new reality radio series was aired in the last part of 2013 aiming to revive the faith on farming as career among the young generation in Mali (FRI Blog, 2013).

**Radio Dramas:** Technological convergence in radio broadcasting has given a wide scope to the audience for their active participation. This has been demonstrated by the 30 episodes radio drama ‘My Children’, where the central character shares her farming experience on nutritive food in traditional variety. Story telling from a common mother to thousands other mothers could achieve heartfelt interactive engagement of the audiences (ibid.).

**Radio Program on Climate Adaptation:**

Dr. Adaptation show has attained a very acceptable and positive response from the listeners. This programme – a call in show, featuring a radio host and an engaging climate adaptation expert called “Dr. Adaptation” - creates a consciousness of the small scale growers on Climate change along with the required procedure to fight against the adversity (ibid.).

**A Virtual Village (Barza):** Barza means “a place where people in a village meet under a tree and talk.” Using the platform of Barza.fm, the broadcasters share radio scripts, audio clips, various suggestions among themselves across the continent (ibid.).

In addition to these FRI is engaged with farm radio e-courses, and in station training designed to improve broadcasters’ skills for serving small-scale farmers with better radio. FRI offers the George Atkins Communications Award to the farm radio broadcasters for their exceptional dedication to food security and poverty reduction in low-income continents. Many new projects like ‘Promoting orange-fleshed sweet potato (OFSP) for nutrition’, ‘Radio for farmer value chain development’, ‘Demand-driven Participatory Radio Campaigns (PRCs)’, ‘Introducing more nutritious maize in Ethiopia’, ‘Climate change: Helping farmers adapt’, ‘Integrated mental health in Malawi’, ‘Strengthening staple crop production in Ethiopia’, ‘Linking Ghanaian farmers to a lucrative new market: The WFP’ have been taken under as new initiatives by FRI (ibid.).

**Conclusion**

Farm Radio plays a pivotal role in development of farming communities. It gives a common interaction platform to exchange and share news, views on various innovative methods regarding cultivation, marketing, connecting with consumers, post-harvest system and many more in affordable manner. Farm broadcasters become the communication agents for the growth and expansion of a community who are living in the periphery of modern technology in the modern era. The tireless effort of Farm Radio International has been able to give a new dimension to the war against poverty for the grass root level people.

**References**


_EduComm Asia acknowledges Kevin Perkins, Executive Director, Farm Radio International, Canada for reviewing this article. Dr. Anamika Ray is an Assistant Professor in Mass Communication at Gauhati University, Guwahati and she can be reached at anamikadady[at]gmail[dot]com_
Region Round Up

Community Radio Sammelan 2014

The fourth Community Radio (CR) Sammelan was organised by the Ministry of Information and Broadcasting (MIB) at Vigyan Bhavan, New Delhi on 13-15 March, 2014 in association with One World South Asia. Almost all functional CR stations and the other stakeholders participated in this three day national event. Various sessions addressing the different issues on the community radio sector were scheduled for discussion in the event. The main sessions included the areas like community radio: amplifying voices for social change; opportunities and challenges of campus CR stations; experience sharing by award winning stations; vision of CR in India; community based disaster risk reduction; CR tech issues: complex problems, common solutions; sustainability puzzle – beyond financial sustainability; peer review; and CR for indigenous and marginalised communities.

In the inaugural session, the Secretary, MIB Sh Bimal Julka said that the CR movement has completed eleven years and it is a proud moment for all the stakeholders that it has gained strength, evolved as a robust third sector and strives to fulfil its mandate of empowering the marginalised people, giving a voice to the voiceless. In the event, Additional Secretary J S Mathur elucidated the efforts of the ministry in the CR sector and said that the effort of the Ministry have resulted in operationalization of more than 160 CR stations in the entire country and several others are in the pipeline as more than 400 permissions have been issued to various organisations to set up CR stations. Joint Secretary Supriya Sahu participated in the entire three days discussions and thanked all the stakeholders and practitioners of CR in India. She mentioned that the Ministry has worked closely with CR operators, CR enthusiast, community media experts, various ministries and departments, UN and other international organisations like CEMCA, UNESCO, UNICEF, Ford Foundation, One World, CR Forum, CR Association and others to create an enabling environment for the growth for Community Radio in India.

During the event, selected stations received the National Community Radio Awards 2014 under various categories. The MIB also recognised the support of various international agencies, including CEMCA for promoting Community Radio in India and awarded mementos on the occasion.
Community Radio Awards 2014

Most Creative /Innovative Programme Content Awards

1) Yerlavani Community Radio, run by Yerala Projects Society, Sangli, Maharashtra, for its programme, “Changes in cropping and agricultural practices as per environmental change”
2) Community Radio JU, Run by Jadavpur University, Kolkata, West Bengal, for its programme, “Sunno Theke Suru – Types of Quadrilateral”

Thematic Awards

1) Anna Community Radio, Run by Educational Multimedia Research Centre, Anna University, Chennai, Tamil Nadu, for its programme, “Putholi”
2) Kumaon Vani run by The Energy and Resource Institute, Uttarakhand, for its programme, “Bazar Laye Bochhar”

Promoting Local Culture Awards

1) Voice of SOA Community, run by Siksha O Anusandhana University, Bhubaneswar, Odisha, for its programme, “Kandhai Katha”
2) Radio Kissan, run by Association for Integrated Development, Odisha, for its programme “Ama Kala Ama Sanskriti”
3) Community Radio Sarang, run by St. Aloysius College, Mangalore, Karnataka, for its programme “Dudi Nalike” (Kunitha)

Sustainability Model Award

1) Radio Media Village, St Joseph College of Communication, Kerala

Asian Varsitys receive Commonwealth of Learning Award

Krishna Kanta Handiqui State Open University (KKHSOU), Assam, India and Wawasan Open University (WOU), Penang, Malaysia have been conferred the prestigious international "Excellence for Institutional Achievement" award for the year 2011-2013 by the Commonwealth of Learning (COL), Vancouver, Canada. WOU was also awarded for ICT in Education Course of the Master of Education Programme. Prof. Srinath Baruah and Prof. Mohandas Menon received the awards on behalf of KKHSOU and WOU respectively from the President of COL Professor Asha Kanwar in presence of the Chairperson of the Board of Governors Burchell Whiteman at a special function of the 7th Pan Commonwealth Forum for Open Learning (PCF7) held in Abuja, the capital of Nigeria from December 2 to 6, 2013. To acknowledge the extraordinary contributions made in spreading the benefits of open and distance education to those beyond the purview of conventional education these two universities were conferred this award in the category – “Excellence for Institutional Achievement”.

Community Engagement Awards

1) Saiyere Jo Radio, run by Saiyere Jo Sangathan, Gujarat, for its programme, “Khaso Sashan”
2) Radio Vishnu, run by Shri Vishnu Engineering College for Women, Andhra Pradesh, for its programme, “Vijayapadham”
3) Pantnagar Janvani, run by G. B. Pant University of Agriculture & Technology, Uttarakhand, for its programme “Gaon ki Baat”
Book Review

The Healthy Community Radio Station

By Franz Krüger, Romanus Monji and Mike Smurthwaite; published by Open Society Initiative for Southern Africa (OSISA), 2013, pp. 70.

By Aditya Deshbandhu

As one leafs through the first few pages of this handbook, it is hard for one to miss the fact that globally the community radio (CR) sector has reached a position from where there is a scope as well as an imperative for self-reflection and assessment. Though, majority of the calls from the CR sector still focus on the need for emergence of newer CR stations, members of the fraternity have begun to appreciate the need for established CR stations to be guided by a core set of principles, ethics, values and ideals to offer an effective service with community involvement and participation.

The foreword of this publication summarizes this effort as a “handbook which is a one-stop-shop practitioner’s guide that enables setting up and maintaining, a healthy, well managed and sustainable community radio station.” The authors have taken a necessary first step with this handbook towards those ideals. However, it must be noted that this handbook is not the first attempt to develop an assessment framework for CR stations. There have been similar works in other parts of the world.

The Healthy Community Radio Station has been divided into two halves. The first briefly summarizes the core ideal of the Community Radio movement which is participation. It also explains South Africa’s 1999 Broadcasting Act which explicitly states that CR stations are not-for-profit institutions. The first part also lays out five parameters that the authors call the five pillars of health of a CR station, namely; mission and governance, management and staffing, infrastructure and finances, programming, and community involvement. Descriptions and ideal scenarios for each of these five pillars form a major chunk of this section.

The assessment aspect of the handbook emerges in the second half of the publication where a CR station’s ‘health’ according to each of the five parameters mentioned above is determined. As in the case of the other toolkits available in this area, the authors state that it is essential for all the stakeholders of the CR station to be involved in the assessment process. The authors’ emphasis on the need for documents as a means of establishing veracity of claims, to a certain extent, implies that they envision this exercise as not a flexible, informal process of self-learning. The authors propose a formal and linear seven-stage assessment process which makes one wonder if there is a need for CR stations to embrace such hierarchical and managerial methods.

The CR sector worldwide has begun to mature and it seems highly unlikely that a movement founded to challenge the top-down flow of knowledge and information by mainstream media outlets would want to use the top-down approach of The Healthy Community Radio Station for its assessment. We must note that this handbook is a welcome addition to a small, but significant collection of tools for evaluation and assessment that are now beginning to develop in the global community radio sector. As CR stations start adopting some of these tools and apply them, we will soon receive critical feedback from the field which would enrich and enable the continuous process of formulating appropriate tools for self-assessment.

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Citation of Social Media in Research Papers

By Ramesh C. Sharma

Social media has made an inseparable inroad in our lives. We depend on social media for communication and news updates. Johnson et al (2014) in their New Media Horizon Report: 2014 Higher Education Edition, while identifying fast trends related to driving changes to higher education over the next one to two years, noted the growing ubiquity of Social Media. They report, “…Social media is changing the way people interact, present ideas and information, and judge the quality of content and contributions. More than 1.2 billion people use Facebook regularly according to numbers released in October 2013; a recent report by Business Insider reported 2.7 billion people — almost 40% of the world population — regularly use social media. The top 25 social media platforms worldwide share 6.3 billion accounts among them. Educators, students, alumni, and the general public routinely use social media to share news about scientific and other developments. The impact of these changes in scholarly communication and on the credibility of information remains to be seen, but it is clear that social media has found significant traction in almost every education sector (p.8).

Bailey (2013) reported about a survey conducted by Babson Survey Research Group and Pearson “Social Media for Teaching and Learning”. This survey examined personal and professional impact of social media on around 8000 higher education teachers in the United States. It was found that around 70.3 per cent of faculty use social media for personal purposes, and there was a 10.3 per cent increase in the use of social media by the faculty in classroom as compared to previous year1.

Not only the faculty, researchers are also using social media for exploring, connecting and collaborating. People use blogs, Twitter, YouTube, wordpress, Instagram, pinteret, and facebook to share information and messages about anything. As a researcher you may find some important tweet by someone, a post on a blog, a message on a facebook page of a celebrity or a scholar and likewise. Researchers use this information or message to cite in their work. There are various styles of citations like APA, MLA, Chicago which the researchers use to cite the traditional work. With so much of the information available to researchers from social media, there is a need to understand how to cite social media in research papers. Let’s do it with the help of some examples for various social media.

**FACEBOOK:**

For Facebook entries, it can be either an individual author or Group author. The format of citation is:

Username or Group Name. (Year, Month Day). Title of Comment/Posting. [Facebook update]. Retrieved from http://www.facebook.com/specificpageURL

If the date is not known, we use (n.d.)

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(a) Reference:

Kinshuk. (2014, February 5). Athabasca University’s Faculty of Science and Technology now has its presence on Facebook: https://www.facebook.com/pages/Athabasca-University-Faculty-of-Science-and-Technology/1444950429067856?ref=hl We look forward to posting updates on new initiatives, successes and lessons learned. [Facebook status update]. Retrieved from https://www.facebook.com/prof.kinshuk?fref=ts

(b) In-text citation: (Kinshuk, 2014)

Facebook, Group author status update

(a) Reference:

Campus NooA. (2013, October 20). Congratulations to NooA´s Swedish partner Ebba Ossiannilsson for giving this fine presentation at SVERD´s conference in Stockholm on Oct. 18, 2013. At the conference it was announced that Campus NooA was nominated for the international Boldic Award and came in second. [Facebook status update]. Retrieved from https://www.facebook.com/CampusNooa

Campus NooA. (2013, October 20). Congratulations to NooA’s Swedish partner Ebba Ossiannilsson for giving this fine presentation at SVERD’s conference in Stockholm on Oct. 18, 2013. At the conference it was announced that Campus NooA was nominated for the international Boldic Award and came in second. [Facebook status update]. Retrieved from https://www.facebook.com/CampusNooa
(b) In-text citation: (Campus NooA, 2013)

**YOU TUBE**

Here resource may have either the author’s name or a screen name. We need to be careful in identifying the author’s name, and not the person who posted the video created by someone else.

Last Name, First name initial. Middle name initial. (Year, Month Day). Title of video [Video file]. Retrieved from http://www.websiteURL

Example: “Citing a Community Radio video Programme”

(a) Reference:

(b) In-text citation: (Sitarehind, 2013)

When screen name or an organization is there:

(a) Reference:
CEMCA COL. (2013, December 3). Science for women [Video file]. Retrieved from http://www.youtube.com/watch?v=XX42Ww7k0dk&list=PL799A3HF_n4D31aHOpTVXJuWFzPSPfOV

(b) In-text citation: (CEMCA COL, 2013)

**TWITTER**

In case of twitter also, there may be individual or group / organization author. Let see the format:

Author/editor name, Twitter handle. (Year, Month Day). Title of Comment / Posting. [Twitter post]. Retrieved from http://twitter.com/Twitterhandle/status/

Example: Tweet from individual author:

(a) Reference:

(b) In-text citation: (Downes, 2014)

For research scholars, there is a free tweet citation generator (Tweet2Cite) which converts tweets into APA or MLA or wikipedia style citations. Please see http://tweet2cite.com/

**SOCIAL MEDIA IMAGES OR ALBUM**

Basic Format for an Electronic Image / Album

Author (Role of Author). (Year image was created). Title of work [Type of work]. Retrieved Month Day, Year, from: URL (address of web site)

Example 1:


(b) In-text citation: (CEMCA, 2014)

**BLOGS**

For citations for blog entries, the format is:


Example 1:


**TWITTER**

In case of twitter also, there may be individual or group / organization author. Let see the format:

Author/editor name, Twitter handle. (Year, Month Day). Title of Comment / Posting. [Twitter post]. Retrieved from http://twitter.com/Twitterhandle/status/

Example: Tweet from individual author:

(a) Reference:

(b) In-text citation: (Mishra, 2014)
Research Shows...

Community Participation at Local and Community Radio Stations - An explorative study in Africa, Asia, Latin America and the Pacific

By Julia Fröhlich, Daniel Däschle, Andrés Geerts & A. Sofie Jannusch

This report presents the main findings of three regional surveys on participation at local and community radio stations in Africa, Asia, and Latin America and the Pacific. The Catholic Media Council (CAMECO) studies examined the involvement of the radio stations’ communities in programming, management, ownership, and funding in order to gain a deeper understanding of concrete practices and challenges of community and local radios. An initial survey was conducted in English in Asia and anglophone Africa. It was followed by a French survey in francophone Africa and the Caribbean, and a Spanish survey in Latin America. It can be assumed that the different ways of distribution may have reached about 1,500 radio stations, of which 219 completed the entire questionnaire and were included in the assessment. A few highlights are as given below -

Legal Ownership
- 3 types of legal ownership most common among the Community Radios (CR); 38% NGO, 31% Community Association, and 30% affiliated to a religious institution.
- In Asia, radios affiliated to universities or schools (20%) or to governmental institutions (10%) are a notable characteristic; and the high presentation of NGO-owned stations is striking.

General Level of Participation
- Participation in programming 83%, 54% in management or supervisory bodies, Financing by 45%, community in the ownership of the station 36%.

Community Participation in Management
- Decision making on the programme policy (65%) and on fundraising (51%), decisions on staff recruitment (30%) and budgeting (21%)

Sources of Income
- Top 5 are: business advertisements (59%), programme sponsoring (57%), and sale of airtime (55%), public advertisements (50%) and family announcements (47%).

Constraints to participation
- Lack of funds (77%), capacities to organise and preserve regular community participation (40%).
- In all three regions, most negative experiences were related to insufficient funding.

The importance of regular meetings, panels, and discussion groups was often mentioned as a successful way to enable the community to participate in the station’s programming and management in all three regions. Open microphone programmes were described as another attractive way to include more listeners’ opinions in the programming. Stations from Latin America and Asia reported positive results in the inclusion of different groups in programming by offering training for youth or marginalised groups.

(The excerpts of the research have been published with permission from Dr. Daniela Frank, Executive Director, CAMECO. Thanks to Sofie Jannusch, CAMECO for the abstract and Atul Thakur, CEMCA for the selection of highlights- Editor).

(a) Reference:

(b) In-text citation: (Tim McCallum, 2014)
Hope these SMART Tips on how to cite social media in research papers will make it easy for you to cover different social media in your research articles.

References:


Dr. Ramesh C. Sharma is a regular contributor of EduComm Asia and he can be reached at rc_sharma[at]yahoo[dot]com
Mobilizing Grassroots Campaigns Using IVRS

By Aparna Moitra

Mobile Vaani is a novel voice-based communication platform through which communities can use ordinary phones and landlines to interact with each other. A toll-free number is set up into which community members can call and either leave voice messages about their experiences and stories, or listen to messages left by other groups, or also leave a question that can be answered by an expert. The forum is moderated by a team of content managers that follow strict editorial policies to control the quality and tone of messages published on the network. This ensures that the messages are focused, authentic, and free from any hate speech.

These voice applications are extremely simple to use, and being purely voice-based they immediately becomes accessible to poorly literate or illiterate users as well. Mobile Vaani has been running in Jharkhand since two years now, and gets over 3,000 calls per day on which people share local updates, feedback about government schemes, and folk songs and poems. Recently we also initiated the system in Bihar in partnership with JEEViKA, and gets over 500 calls each day currently.

We have developed a unique content programming methodology on Mobile Vaani, called information campaigns. Given a topic, we build a content plan putting up provocative questions to the community on which they respond, comment on each other’s responses, and thus get involved in discussing the topic and also generate critical grassroots data in the process. In the past we have held campaigns on hard topics including early marriage, domestic violence against women, gender rights, and other hard topics which are otherwise not discussed in the community. We have also held campaigns on getting community inputs to assess health and education facilities, which helps understand the state of these facilities on the ground. We have found that these campaigns (1) lead to better understanding of community perceptions and context, (2) help in establishing accountability of the institutions to the community, and (3) bring about a change in the awareness levels of the community and subsequent behavior change.

1. Sharing data with local mainstream media partners – When a two month long health campaign, asking people to report on the status of health facilities in their village was run on Mobile Vaani, it was found that 80 percent of the PHCs did not have clean drinking water, more than 40 percent of the clinics had posts vacant, and most significantly several stories were reported of child births happening in the bathroom for lack of a bed, demand of bribes for stitching any ruptured membranes, and several such horrifying stories. The data generated was conveyed to partner mass media agencies including newspapers and several TV channels that carried these stories for several days. Consequently, Mobile Vaani received several testimonials from the callers about health facilities actually showing an improved functioning after the campaign. Public pressure imposed through criticism in mass media thus made the service providers more responsive. In a similar way, surveys on education facilities, the quality of care imparted in hospitals, the state of completed National Rural Employment Guarantee Scheme...
(MNREGA) works, etc. have been done on Mobile Vaani and have seen similar dynamics when the issues were taken up by mass media.

2. Fear of escalation at the local level - Several issues of corruption such as unpaid MNREGA wages, Unique Identification Authority of India (UIDAI) officials demanding a bribe for enrollment, malaria deaths caused in villages, etc. have been regularly reported by the community. Many of these issues are solvable at the local Panchayat or Block level, and often get resolved without any external intervention from Mobile Vaani. This again seems to be because of a fear of escalation of issues that are being put out in the public domain. This mechanism validates how the presence of an inclusive and open communication platform can help communities keep checks and balances between local stakeholders.

3. Institutional linkages – Mobile Vaani also pro-actively tries to build direct linkages with government departments and senior administrative officials. It has been noticed that actionable issues reported on Mobile Vaani, when conveyed through official channels to senior officials, bring a high degree of responsiveness from the government machinery. Several cases including atrocities on migrant labourers, incidents of domestic violence, ration card defaults, etc. were filed by the Mobile Vaani team as validated complaints, and prompt action was taken by the concerned department.

From an analysis of the content received during campaigns and key informant interviews it has been found that the people like campaigns because it gets them to talk about issues which they wouldn’t have discussed otherwise. Additionally, from the anecdotal evidence gathered from content analysis, it is believed that since the communities are actively involved in a discussion around the issues rather than being considered as passive audiences, there are greater chances that people internalize the information which leads to behavior change in the long term.

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Forthcoming Events

Communica Asia 2014 & Broadcast Asia 2014

Communica Asia 2014 Summit
17 – 20 June 2014 at Marina Bay Sands, Singapore
For more information, visit:
http://www.communicasia.com/index.php/conference/

EdMedia 2014

EdMedia
World Conference on Educational Media and Technology, Tampere, Finland:
June 23-27, 2014
For More information visit:
https://www.aace.org/conf/edmedia/

OER Asia 2014

OER Asia 2014
Second symposium on OER Asia at Wawasan Open University in Penang from 24th to 27th June, 2014
Conference Theme:
OER: Beyond Advocacy, Research and Policy

For more information, contact:
OER Symposium Secretariat
Email: OER2014@wou.edu.my
Wawasan Open University
54 Jalan Sultan Ahmad Shah, 10050 Penang, Malaysia

IAMCR 2014

2014 IAMCR conference to be held from 15 -19 July, 2014 at Hyderabad, India
Conference theme:
Region as a Frame: Politics, Presence, Practice
Pre Conference Theme: Building Community – Shaping Change The Role of Community, Citizen and Alternative Media in Regional Transformation from 13- 14, July, 2014

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28th Annual Conference of the Asian Association of Open Universities

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Advancing Open and Distance Learning: Research and Practices
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