**Asha for Education TM**

Project Proposal Submission Form

P.O. Box 322 New York. NY 10040-0322 www.ashanet.org

**Project Name*:* Project Prerna - 3**

Date: 07.06.2013

|  |  |  |
| --- | --- | --- |
|  | **Project Contact** | **Asha Contact** |
| Name | Dr Meenakshi Nayar | Namita Gujral |
| Address | ETASHA Society  E - 48 Greater Kailash Enclave 2  New Delhi  110048 | San Francisco  California  94110 |
| Phone(s) | 0091 11 29221320 / 21  0091 9810128687 |  |
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Part I : Information about your group/organization

Please feel free to attach any additional sheets and/or information such as brochures, press reports etc.

1. ***Name of the group/ organization requesting funds***.

ETASHA Society

2. ***When was the group established?***

January 2006

3. ***Briefly described the motivation for starting this group.***

When Meenakshi Nayar, then Director, EduServe Consultants conducted a Career Guidance Workshop for students of the support school run by Arpana Trust in the slum resettlement colony of Molar Bund, New Delhi, she realised that Career Guidance was not enough. The key issue for youth from these communities was that there were no opportunities for them to learn skills that were required in the job market in the city, nor any support to help them connect with employers. With 20 years' experience in HR Meenakshi already understood that a lack of 'soft' skills could be a barrier to employment for even well qualified candidates, let alone young people from disadvantaged families. This realisation led to setting up ETASHA Society as an organisation providing Employability and Placement for underprivileged youth in the growth sectors of the economy.

4. ***Briefly described the aims of your group***.

ETASHA's aim is to make young people from under-served communities employable and to connect them with reputable companies in the organised sector. Our aim serves two purposes: to increase employment prospects for the disadvantaged and to provide industry with skilled workers necessary to further economic development.

5. ***Does your group have any religious or political affiliation? If yes, please describe the type of affiliation and the reason for it***.

ETASHA has no religious or political affiliations..

6. ***What non education-related community development activities is your group involved in?***

None

**A Brief Profile of ETASHA Society is attached as Annexure 1**

***Part II : Details about your educational project/s***

7. ***List the school/s run by your group, and their locations. If you are requesting funds for only a few of several schools, please specify which one/s***

ETASHA operates using 5 models of delivery.

1. Programs run from two Career Development Centres

2. Programs run from temporary satellite centres

3. Programs run from partner NGO locations

4. Programs run from partner Vocational Training Provider locations

5. Programs run in collaboration with Corporates

ETASHA runs programs from its Career Development Centres (CDC) which are located in the slum rehabilitation colonies of Madanpur Khadar, and Tigri-Khanpur in South Delh. The centres provide vocational and employability skills training and career guidance to youth from the local community. In order to strenghten reach, ETASHA also runs programs from temporary satellite centres in further afield areas around the community. Programs are also conducted at NGO partner locations and Vocational Training Provider partner locations across the NCR and neighbouring states. Specific projects are undertaken for recruiting, training and placement with companies.

|  |  |  |  |
| --- | --- | --- | --- |
| Sl No | Name of school | Location | No. of Schools |
| 1 | ETASHA Career Development Center 1 | C-118, Main Market  Madanpur Khadar Extension,  New Delhi - 110076 | 1 |
| 2 | ETASHA Career Development Center 2 | D 220, Krishna Park,  Devli Road, Khanpur,  New Delhi - 110062 | 1 |
| 3 | NGO Partner locations | In the NCR region |  |

Requesting funds only for:

8. **Location of School/s** Urban Rural Other

9. **Specify the type of education provided** (e.g. basic literacy Alphabetical & Numerical along with Skills enhancement and vocational training etc.)

ETASHA’s core activities are career guidance, employability skills & vocational training and placement into the organised sector. The programs we are seeking funds for are listed below in brief:

**Vocational Training & Placement Programs**

Our Vocational Training Programs are designed as short duration programs for providing marketable skills as well as core employability skills to prepare youth for jobs in growing sectors of the economy. Currently we offer four programs:

1. **Customer Service & Work Culture - (CSWC)**

**Core Skills:**

* Selling Skills
* Customer Service Skills

**Objectives**: To train and prepare youth for jobs in the Service Sector organisations, particularly in the Retail, Hospitality and Domestic ITES sectors.

**Duration**: 3 months x 3 hours a day x 6 days a week.

1. **Computerized Office and Data Entry - (CODE)**

**Core Skills:**

* Usage of Computer and Internet - MS Word, Excel & Powerpoint, E-mail and internet usage
* Typing speed and accuracy
* Filing & documentation for effective and efficient working in offices.

**Objective**: Training young people for placement in Modern Offices for Text, Data and Client Handling jobs

**Duration**: 4 months x 3 hours a day x 6 days a week.

1. **Certificate Program - Computer Teacher Training (CPCTT)**

**Core Skills:**

* **Teaching Skills** - Understanding youth and working with them and Teaching methodologies
* **Computers and Internet -** Computer Fundamentals, Troubleshooting Hardware and Software, Key Board (Typing) Skills, Microsoft Suite, Internet usage, Database Management, as well as design packages like Corel Draw, Photoshop and Q Basic

**Objective**: Training young people as Computer Teachers and assisting with Placement in Computer Training Institutions and Schools

**Duration**: 6 months x 4 hours a day x 6 days a week

10. ***Please tell us about your teaching techniques (conventional vs. alternative).***

Training in all our programs is experiential and includes role plays, case studies, audio-visual aids, field visits, group discussions, projects and presentations. This is supported by Norms for Facilitators, Classroom Decorum, and Regular Constructive Feedback for Mentoring, Tests/Assignments, Attendance Monitoring and Certification Ceremony. Facilitators are mentors and role models and display the necessary behaviours that ETASHA attempts to inculcate in trainees.

* Spoken English classes employ the direct approach, with all classes conducted exclusively in the target language to maximise the trainees’ exposure. All classes are participative and practical, with a great emphasis on role-plays, visits, and confidence building. Emphasis is on speaking rather than writing the language, as all trainees have some proficiency in writing English gained from their schooling. The session focuses are context based around scenaria which are relevant to the trainees' career ajspirations and daily lives.
* Computer classes are facilitator led and each trainee is allocated his/her own computer for the duration of the program. Practice outside of class time is greatly encouraged. Workbooks for notes are provided and in the case of some programs printed material is provided courtesy of the Microsoft Unlimited Potential program.
* Inter personal skills classes are designed to bring about a change in thinking and behaviour in the trainees and facilitators share and encourage trainees to share personal experiences relevant to the focus of the session. Facilitators foster an environment that supports confidentiality, is inclusive, supportive and non-evaluative.

* Social Confidence – assignment based field visits to relevant type of companies serve 2 main functions i) to de-mystify environments our students may have previously felt excluded from; ii) to set a context for personal grooming, dependability, etc. Presentations in English help students to gain confidence.
* Vocational Skills relevant to each training program are also imparted using the above methods.

11. ***What is the literacy rate in the local community?***

Information not available.

12. ***Describe the socio-economic background of the children and their parents (e.g. education, occupational). If any of your students are employed, please tell us about that as well.***

The slums of South Delhi, including Madanpur Khadar and Krishna Park are home to many 2nd generation economic migrants, particularly from the states of Bihar, Uttar Pradesh and Rajasthan. Typically fathers work as labourers, domestic servants, auto drivers, drivers and local vendors. When mothers work, it is usually as domestic servants in neighbouring affluent colonies.

Most youth in these areas are government school educated. Many of them complete 10th standard from government schools and then:

* Drop out of school and work locally in low paid jobs in the informal sector
* Drop out of school and remain unemployed
* Continue/complete class XII and pursue graduation via correspondence

The youth have received sub-standard education, no career guidance and have little or no awareness of what options are available after they have completed school. Typically those who identify potential careers do so on the basis of the jobs they see around them in the local community (mobile repair, local shopkeeper, barber, teacher’s helper etc). Trainees that are undergoing training whilst working often work in the informal sector as waiters, tailors and in local kiosks. Further education is often pursued through correspondence courses which have little or no value in the organised sector employment market. The youth are unaware of the lack of value of such qualifications and have grossly unrealistic expectations of what can be achieved with them. Parents tend to support their children in taking employment locally.

13. ***In addition to education, does your group provide any other services to the children in your schools (e.g. food, healthcare, clothing etc.)***

**No**

14. ***Does your school have :***

Its own building (s) - **No** No.

Number and type of classroom (e.g. pucca)-

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Toilets |  |  |
| Chairs & Tables |  |  |
| Drinking water |  |  |
| Laboratory | - |  |
| Black board |  |  |
| Electricity |  |  |
| Playground | - |  |
| Library |  |  |
| Computers |  |  |
| Teaching aids (e.g. books/ slates) |  |  |
| Toys | - |  |

15. ***How many children are currently enrolled in your school (s) ?***

All ETASHA programs are of short duration ranging from 3 to 6 months. So, enrollment at a point in time is not a relevant figure. In the full year 2012-13, we worked with 1566 students.

16. ***How many staffs are employed at your schools?***

At the end of Financial year 2012-13, there were 23 staff working with us.

17. ***Average distance the children travel to attend your school***.

Students travel around 2 km for classes in the CDCs.

18. ***How many children have gone through program in the past five years and what are they doing currently ? Please tell us about their future education and employment possibilities***.

Since our inception in January 2006 and March 2013 over 5500 young people benefited from career guidance, employability skills training and vocational training, with ETASHA’s reach expanding every year. The number of trainees that have completed our programs in the last five years are:

* 2008/09 - 407
* 2009/10 - 944
* 2010/11 - 1296
* 2011/12 - 1339
* 2012/13 - 1566 (till 31/03/13)

Over 70% of trainees completing vocational programmes have been placed in organised sector companies within six weeks of completion of their program. Starting salaries range from Rs. 5,500 – Rs. 12,000 per month, which is typically equal or more than the family income.

Our trainees are placed in large service sector companies including, Adecco, Aegis, Café Coffee Day, Da Vision, Reliance Fresh, India Today, Lilliput, Net Ambit and Pantaloons.

Our increasing number of alumni with 4-5 years of experience in industry report back having shown significant growth in position and salary in the organised sector. Typically, their current salary packages are between 200% to 300% of the their salary in the first job after completion of training.

19. ***Do you help your students with their future education efforts after they have passed out of your school?***

The nature of our training is to make young people employable. Most trainees of vocational training programs are then placed into entry level jobs in the organised sector. Those who can benefit from enrolling in further programs are free to do so, but ETASHA's focus is on short-duration training programs.

20. ***Are there any other schools (Kindergarten/ Balwadi, Elementary school, High school) in the area? If so, please list the schools and the range of classes each of them offers***.

Please see attached document 'List of Schools' which provides a list of public and government schools in the area.

21. ***Is your program different from that provided at these schools? Please explain***.

Local government schools provide education up to 12th standard but do not offer any vocational or employability skills training, nor do they offer career guidance. ETASHA focuses purely on part-time, short-term market-driven courses that can fit in with those who are currently studying or working locally in the informal sector.

22. ***Why are the children in your school/s not attending Government/ other schools in the local area?***

The young people attending ETASHA's programs have and do attend government schools in the local area. Some are also studying via Open School.

23. ***Do you try to involve the parents of the children in the running of the school (e.g. in setting the syllabus etc.)? Please specify.***

ETASHA's Community Mobilisation team meets with the family of every trainee considering enrolling in one of ETASHA's programs. This is to ascertain their income level, and the level of support the family has for their child joining a program and taking placement on completion of the course. Families are encouraged to visit the CDC and also to observe classes. Upon completion of the program a Certificate Ceremony is held either in an outdoor public space or community hall, depending on weather constraints, which is attended by friends and family of the trainees, local community leaders and NGO partners. The ceremony is highly celebratory in nature; trainees speak publicly and food and soft drinks are served. Upon placement the community mobilisation team also distributes laddoos to the families of placed trainees.

Course content is developed between ETASHA's facilitators in consultation with industry.

24. ***What are your expansion plans for the future (e.g. adding more classes or schools)***

Initially we had envisaged expansion through opening more CDCs at similar locations in slum colonies across the NCR. However ETASHA has developed organically to run an increasing number of programs with partners at their locations in the NCR and across other states. Under models 2, 3, 4 and 5 ETASHA faculty design and deliver programs at partners' sites, with the partners providing trainees and infrastructure. This enables us to have a greater reach to a greater number of communities without the inherent costs attached to running a centre.

Our future plans include running more programs under models 3,4 and 5 while continung to run programs from the CDC. Though the first model is more expensive it is vital we continue operation of the CDC because of our investment in and commitment to the local community. ETASHA has worked hard since 2006 to build relationships with local community leaders, young people and families and has earned a reputation for honesty, integrity and delivery. We have conducted extensive research into the living conditions, lives and aspirations of the community which we serve and we have the capacity to reach many more young people in the area.

Further, we plan to expand our reach and presence in some semi-urban and rural areas also. We are currently working on the possibility of setting up ETASHA, Kundesar catering to a cluster of 100 villages in Ghazipur District, UP, which is around 100 kms from Varanasi in UP and 150 kms from Patna in Bihar.

In 2011-12, we had also initiated the process for setting up the ETASHA-IGNOU Community College as an affiliate of the Indra Gandhi National Open University(IGNOU). We have a formal letter of approval from IGNOU, but operations of all Community Colleges remain suspended while IGNOU review their entire Community College scheme. The ETASHA-IGNOU Community College was conceived of essentially to provide University recognised Cerificates / Diplomas for teacher Training programs, which we had designed and developed since there is a redy demand among girls from our target socio-economic communities for jobs in the teaching profession. We are awaiting completion of IGNOU's reappraisal of the scheme.

25. ***Do you have any suggestions on how Asha can be a positive influence in changing the education scenario in India?***

By leveraging its network of supporters and donors Asha can raise awareness of employability and vocational training in India. Though skills development is a priority for central government, support and awareness of the impact such training can have on the under-served and on industry remains low. By acting as an advocate for the issue of vocational training Asha could connect grass-roots organisations such as ETASHA with influencers to develop awareness of issues surrounding employability and under-employment. Asha could help identify champions keen to 'adopt' the cause of employability training, connect ETASHA with corporates looking to invest in vocational training and seek to connect NGOs working in the employability space with policy makers.

26. ***If possible, please provide us with the contact information of two individuals from your community who can describe the impact of your program.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | Name | Ms. Bano | 2 | Name | Mr. Prabhu Narayan |
|  | Address | D-1 / 290,  JJ Colony, Madanpur Khadar, New Delhi |  | Address | A – 2 / 1093,  JJ Colony, Madanpur Khadar, New Delhi  E-mail: prabhunaryan1093@gmail.com |
|  | Phone | Ph. No. 9350852160 (Husband) |  | Phone | Ph. 9818794508 |

1. ***Asha for Education requires reports from its projects every six months to continue funding. Please provide the contact information for the person from your group who will be responsible for these reports***.

|  |  |
| --- | --- |
| Name | Dr Meenakshi Nayar |
| Address | ETASHA Society  E 48 Greater Kailash Enclave 2  New Delhi 110048 |
| Phone | 0091 9810128687 |

**Part : III Financial Details**.

Please feel free to attach any information such as annual reports, budgets etc.

1. ***What sources fund your group’s activities at present ? List the sources and the current and future funding from each of them. If these funds are meant for a specific part of your group’s activities, please describe those restrictions***.

|  |  |  |
| --- | --- | --- |
| **Sources of Funds and Projects for the Year 2012-13** | | |
| Source of fund | Amount | Specific activities |
| **Asha for Education**  Ms. Namita Gujral | **Rs.8,20,760** | **Project Prerna**  - Provide short term vocational training and placement into the retail, hospitality, financial services and BPO Sectors for **120 youth in '12-'13.** |
| **American India Foundation** | **RS. 8,39,800** | **Project Prabodh –** Market Aligned Skills Training for **120 students** of the District Institute of Educational Training (DIET) to enable them to access teaching and other private sector jobs |
| **Accenture employees via CAF - Charities Aid Foundation** | **Rs.10,08,450** | **Project Udaan**  - short term vocational training and placement into the retail, hospitality, financial services and BPO Sectors for **200 in '12-'13** at centres in slum colonies in Madanpur Khadar and Tigri |
| **Funded through multiple individual donations.** | **Rs.4,84,000** | **Project Shakti**  Vocational program providing employability skills, placement and self employment assistance **to 88 women from low income groups** |
| **Funded through multiple individual donations.** | **Rs.20,000** | **Project Umang**  Computing and Communication Skills for **10 teachers at ITI Gurgaon** |
| **FLO – FICCI Ladies Organisation and Gail India** | **Rs. 6,00,000** | **Project Pragati**  Communication skills **training for 550 girls enrolled at ITI, Siri Fort,** New Delhi. |
| **Funded through multiple individual donations.** | **Rs. 5,85,860** | **Project Kamyaabi**  Employability Skills **training and Placement for 88 students from 10 trades** in ITI, Siri Fort |
| **Maruti Suzuki** | **Rs. 12,000** | **Career Trends -** Seminar for **65 young people** – the sons and daughters of employees of Maruti Sazuki plant in Gurgaon, Haryana |
| **Pardada Pardadi Education Society** | **Rs. 1,62,000** | **Project Niranter**  Spoken English to **40 underprivileged girls class 10 – 12 and, 20 teachers** at the Pardada Pardadi School, Anupshahr, UP and Language Training Methodology for 8 English Teachers of the School |
| **Tata Capital** | **Rs.1,16,000** | **Project Apaar**  - short term vocational training and placement into the retail, hospitality, financial services and BPO Sectors for **20 youth from the SC/ST/OBC categories**. |

29. ***Please provide us with details of your projected budget for the next 3 years***:

Since a significant part of our work is project based and funding support is annual, we are not able to budget beyond the following year.

10. ***Salary expenditure details***:

|  |  |  |
| --- | --- | --- |
|  | Number | Salary range |
| Faculty | 12 | 15500-30000 |
| Administration Support Staff | 5 | 6500-16000 |
| Center Manager | 2 | 15000 |
| Community Mobilisation Team | 6 | 2500-15000 |
| Volunteer staff | 5 | - |

31. ***Please provide details of the fixed costs of your school/s for the next three years***.

Rent of CDC 1- Rs. 2,07,000/-

Rent of CDC 2 - Rs. 2,64,000/-

32. ***How many of your students pay school fee? Please provide details.***

All trainees of ETASHA pay a nominal fee ranging between Rs.250 per month and Rs.350 per month.

33. ***What amount are you requesting from Asha, and for what specific purpose***?

|  |  |  |
| --- | --- | --- |
| **Item** | **TOTAL** | **One time/ Annual** |
| Costs of Facilitators for the program | 258700 | Annual |
| Training Material & Stationery including worksheets, folder, registers and reading material | 21900 | Annual |
| Exposure visits including travel, tickets and refreshments | 38880 | Annual |
| Community Mobilization | 95667 | Annual |
| Local travel of CMT | 14000 | Annual |
| Cost of Community Mobilisation Team Leader | 78750 | Annual |
| Posters, Pamphlets & other publicity events & material | 20750 | Annual |
| Administrative support | 98438 | Annual |
| Infrastructure | 234150 | Annual |
| Placement coordinators | 136500 | Annual |
| **Total** | **997734** | **Annual** |
| **Less : Fees charged to students** | 153300 | Annual |
| **Final cost** | **844434** | **Annual** |

34. ***What is the status of this project in terms of RTE compliance (if the RTE bill applies to this project, please provide further details)***

RTE is not relevant to ETASHA since we are not working in the sphere of education.

***35. For what period are the above funds requested?***

Funds are requested for the period December 2013 to August 2014.

***To Be Answered by The submitting Chapter***

***36. In case WAH could raise the funds for this proposal, what is the back up plan for the chapter?***

**Ans 36 –** Asha San Francisco will support the project through its own funds

***37. (WAH Specific)***

1. **Impact**: What is the reach and impact that the project has had on the local community? What fundamental problem(s) does the project address? Please provide concrete examples, numbers etc. Please provide at least one impact story/ example that could be used to showcase your project during WAH.

**Ans 37A -**

Urban India is dotted with low income slum communities, which are full of young people who have completed 10th class from government schools and are either:

* unemployed because they are ambitious and don't want to work as manual labour, but have received sub-standard education hence have no skills for employment in the organised sector. Such youth are particularly vulnerable to being misled.

or

* are underemployed, working as daily wage labour and at jobs available as unskilled helpers in the local community because they need subsistence money. Such youth and their families are likely to remain in the vicious cycle of poverty-malnutrition-ill health.

The need to help such youth break out of the stranglehold of unemployment and underemployment is undeniable.

On the other hand, the growing service sector in Urban India needs large numbers of young, energetic school educated youth with some basic skills for entry-level jobs. This need remains unmet.

ETASHA's Training and Placement Programs are designed to connect the two for mutual advantage.

Currently, our reach remains limited to some slum communities in the National Capital Region. The impact of our programs is, however, very significant. The impact on the community as a whole can be assessed based on the impact on the individuals and their families. Some of the stories of our trainees, written by volunteers as blogs for our website, are given below:

**Sapna**

 Sapna feels blessed to have parents who recognize the importance of education.

At a young age she contracted polio which affected both her legs but most certainly did not affect her spirit; she is a fighter determined to live life on her own terms and so, she did. Her willpower is what impresses.

One of four siblings, she took it upon herself to help support her family and is these days the major breadwinner in the house since joining financial services company NetAmbit. Her mother, who works as a labourer, only earns  Rs. 3,500 per month. Up until one year ago, the family of six was surviving on just that amount.  She says, “**Earlier, we had to think twice before buying necessities but now that I am earning we can at least fulfil our basic needs**.”

Sapna changed 2 buses and travelled for over 2 hours every day take part in our CSWC program, which trains and places people into the service industry. She says, “**It was worth it. It gave me exposure to the real world outside of my home. I didn’t know how I could even apply for jobs that I had heard about.**”

Her batch mates from the program are now some of her closest friends and in ETASHA facilitator Anandita Ma’am she feels she found a confidante. But for Sapna, the best part of the experience is that she was placed by ETASHA with NetAmbit as soon as she finished the program.

Sapna works in the customer relations department and informs potential customers about the benefits of their product. She loves her work; her enthusiasm to make progress has led to her salary being increased from Rs. 5,500 to Rs. 7,100 per month in less than one year.

The income has literally changed the life of her family. Her biggest support has been her family who never question her decisions. Every month she hands over her salary to her family. When asked if she ever buys anything for herself she says, “**I don’t need anything. With my income I just want to provide a good education to my siblings so that they can have a secure future**.”

Sapna has one dream for herself though, “**When one of my siblings start earning then I will save some of my income every month and buy myself a SCOOTY. It’s hard for me to even go to the market, if I ever own a scooty life will become a little easier**.”

**Gaurav**

Gaurav Pratap, 19, is pursuing a BA Program from Delhi University via correspondence and is proud of the fact that he makes complete use of the university library. He even wants to study further. Combining work with studies as he supports his family, things are looking more optimistic than they have been for a long time.

Growing up in Jaitpur Extension, nestled in the slum rehabilitation colonies around Madanpur Khadar, South Delhi, he and his family once led a comfortable life in their village, but he was just 7 years old when his father died and his uncles refused to support the family. It was then that Gaurav's mother, Sarita, took her son and 3 daughters and moved to Delhi where they literally had nothing and had to make a new life from scratch. He recalls, “**My mother found a small job in an export company & she struggled to make ends meet  and to get us food**.”

Educated in a government school, Gaurav now works at TATA Services Pvt Limited, Noida verifying documents. His tone is passionate as he talks about the job. “**My seniors liked my work and so they promoted me to report writing.**” He currently earns Rs. 7000 per month and is motivated to work harder and earn more. As well as being ‘**well paid with good career prospects’**, the job also provides him with transport and meals, which is a big bonus. He also receives other incentives and has been on company sponsored trips.

Polite and respectful by nature, he says he tries to abide by the company’s rules and regulations but recently he received a complaint against him: he had been wearing chappals to work rather than formal shoes. The complaint horrified him and that very day he rectified the problem. **“I went out and bought my first pair of formal shoes, I never want to give my boss an opportunity to complain again.”**

Gaurav’s mother supports him in all his decisions. He hands over all of his salary to her every month because he feels, **“I might be making more money than her but she is the home maker and knows best how to run the house.”**He eagerly awaits the day when he will make enough money so she will never have to work again.

He believes he owes his success to ETASHA  which he heard about through an , later deciding to join its CSWC Course, which is designed to train and place young people into the service industry.

He feels he is a different person from the introverted quiet guy he was when he first joined the program. “**I can talk to anyone about anything now.**” ETASHA’s programs have a major focus on developing behavioural skills and Gaurav feels that his work there helped him to think, how to determine his goals, assess them and find a way to achieve them.

He doesn’t take a second when asked about his favourite class, “**The English class taught by Ian Sir. He was always so lively that I felt excited just talking to him.**” After all this time he has still stayed in touch with the ETASHA team and he now encourages his friends to join and tells me how he hopes his sisters will too  once they turn 18.

**Santosh**



A confident young man stands behind the counter of the KFC kitchen in his bright red uniform, working on multiple tasks, and in the midst of all the kitchen chaos he has a wide smile on his face, a smile that just says how much he loves his job.  **“Hello ma’am, what would you like to have at KFC today?”**it’s hard to believe that a year ago this very boy struggled to converse in English and did not have the confidence to talk to people.

Santosh, 20, one of three children, previously used to wash cars in CR Park to earn a living. Even though he had completed class 12– his dream was to work in hospitality -  but he had no idea how to go about this. It was local CR Park resident Mr. Chakravarthi who told him about ETASHA and coaxed him to join a program. Initially, Santosh was apprehensive about joining and had doubts whether it would live up to its promises but once he enrolled himself he knew this was exactly what he needed…and was well on his way to finding a job away from washing cars!

Aside from work Santosh is pursuing BA (political science) Hons. through correspondence. He hopes to do an MBA in Sales on day and the mention of ‘Sales’ lights up his face. He beams with excitement and begins to tell me about his favourite class at ETASHA,  -  Selling Skills as taught by  ‘Parul Ma’am’. He remembers her unique teaching ways and says, “**I still remember once in class she told me to sell a comb to a bald woman.  I was hesitant but I performed convincingly and was praised by her. Now I have complete knowledge on how to sell a product.**”

A proud Santosh states to me, **“At ETASHA I learnt various skills but the self confidence that they instilled in me is what I will value most. Today I am confident that even if I lose this job I have the calibre to get another one. They made me strong.”**

Santosh is now a permanent employee at KFC and earns Rs. 7500 per month. When he first joined he was under the misconception that he was being mocked by his co-workers; he would be given multiple instructions which he was unable to follow. At that time he felt he could neither do the work nor fit in and thus, considered quitting. He changed his decisionafter talking to ETASHA’s Mini Ma’am and says, “**It was Mini Ma’am who explained to me the scope of growth in this job and advised me not to leave and I am glad I took her advice**.” It’s been nearly 18 months since he has been working there and has already received his 2nd Star which indicates that he has mastered yet another department and will move on to the next. With a sense of accomplishment he says, **“The cut off to get the star was 90%, I got a 96%.”**

He aspires to be like his manager and rise to the same position in 3 years through a series of tests and assessments. He tells me how there is a wide scope for growth in KF C and he will never quit his job because now he knows how to do everything. He feels like they are one big family where everyone works with each other and their first and most important goal is to make every visitor feel special. His manager said, **“Santosh is very hardworking and keen to learn more. He comes in each day with a positive attitude and is sincere in his efforts. He has changed a lot since he first got here n changed for the better. I feel like he is my younger brother.”**

Santosh himself feels he has changed for better in many ways. Since he has fixed work hours, he studies in the morning and works from afternoon onwards. With a child like smile he confesses to me, “**I don’t waste my time like I used to and roam around all day without any purpose. My life has a sense of direction now.”**

He states how his mother, Meena Devi, is very proud of him. He and his brother try to help her as much as possible. They love to cook and Santosh loves to pamper his mother and cook for her. With his head held high he says ,**”Now that I am earning I like buying her gifts from time to time like a comb, gajra and even a sari. Thanks to this new confidence and my permanent job, we have now bought our own house in Sangam Vihar. I feel it’s a very big accomplishment and even though we are yet to pay off a loan for ` 1 lakh with the combined income of my family I am sure we will be able to do that in no time.”**

Santosh is the first to volunteer the information that he still owes ETASHA some of the nominal fees which are taken from each trainee. He feels he will forever be indebted to the organization for what they have done for him and is touched that he has never been forced to pay the money he owes. He claims that ‘**this is what sets ETASHA apart and is their best feature that for them money was secondary’**. He recalls being told, “**Let us train you first, you come and learn and when you get a job you can pay us back. It’s been well over one year and I have not paid them, yet they have never forced me for payment but me and my family do want to pay them, it’s the least we can do as compared to what they have done for us.”**Santosh says he has promised himself the day he is done paying his home loan he will pay ETASHA.

He then adds, “**They do so much for the community, they support people who have no means and no direction…**” His last sentence was as simple as him but it was enough for us to know he is grateful for the life he now lives.

Asked if there is anything he wants for himself and a hopeful Santosh, with that same smile of confidence says, **“Yes, one day I will earn enough to buy a bike for myself.”**

1. **Innovation**: Does your project employ an innovative model? If so, in what area and how? Can this be replicated across other projects?

**Ans 37B -**

This project like all our other project includes use of our **Online Reflective Journal Process,** which has been fully developed by ETASHA. This process is easily replicable and can be used by any training program that is based on mentoring of students through their attitudinal and mind-set changes. Details of the process are given below:

* Process - For each Training Batch, each facilitator writes a reflective journal for every class taken and posts it online in continuation of the previous entry for that batch. With over 60 reflective journals for each program, a sequential diary is built up, which can be used to plan classes, assess student performance, and analyse the strengths and weaknesses of our syllabus.
* Content - The Reflective Journal should include:
  + Specific observations about trainees’ behaviour as individuals and as a group, and
  + Review of the session -
    - any deviations from lesson plan with reasons for the same
    - any problems with lesson plan
    - any extra information imparted
    - any uncovered parts of the lesson plan needing to be covered in a later session
* The objectives of the process are:
  + To create an objective process document of the learning and development of each trainee attending each program essentially to assist in mentoring the trainee.
  + To provide inputs to all facilitators taking classes about the group and its dynamics and also about individual trainees’ need for special attention
  + To assist facilitators to reflect on their conduct of a session in order to improve, and for all facilitators to learn from each other
  + To provide inputs for improvement of lesson plans, as also of the entire framework of lessons to the Content Designers
* Impact
  + Quality Assurance of the teaching-learning process
  + Continuous improvement of training content and lesson plans
  + Growth and development of trainees

**ETASHA was awarded The Manthan Award – Digital Inclusion for Development 2012 in the eNGO Challenge category for** **Best Use of Information & Communication Technology in South East Asia for an NGO working in Sustainable Development for our Online Reflective Journal Process.** Over 140 NGOs in India, Pakistan, Sri Lanka and Bangladesh competed and thr Jury included the CEO of Nasscom and Community Affairs Coordinator of Microsoft India. The award included a Samsung Galaxy notepad worth Rs.40,000!

1. **Quality**: Within the context of the community, resources and the type of school the project runs, has anything been done to improve the quality of the project, ie., improving overall efficiency, quality of education, infrastructure, improving health and nutrition and awareness, etc. ? If so, what has been done and how was this accomplished?

**Ans 37C -** Several processes have been put in place to continuously improve quality of all our projects. Some of these are:

* **Master trainers -** A team of two Master Trainers regularly observes class sessions taken by the faculty, provide them systematic feedback and mentor them in improving their performance.
* **Online Reflective Journal Process -** Master Trainers and the Project Directorregularlyread the journals and cull out areas requiring modification/ improvement. Required changes are made immediately and at periodic intervals. This allows us to continuously improve our content based on on-going feedback from the classroom.
* **Feedback from students -** Written feedback from students about topics not understood / requiring additional inputs has been built into our regular framework of classes. Further, the Project Director spends two class sessions with each batch seeking feedback from the entire class on their progress and assessment of faculty. Action, as relevant, is then taken.
* **Regular up-gradation of computers at nominal cost -** We regularly access NASSCOM Foundation's BigTech Portal, which allows us to have functioning Computers with reasonably current OS and capacity for teaching Computer and Internet usage.
* **Power back-up for computers** - Regular power supply in low income areas is notoriously erratic. We have periodically sought donations from individual donors to keep our power back-up adequate to ensure that computer and internet classes are not suspended due to lack of power.
* **Hygiene and health** - All our programs including the Vocational programs have one session dedicated to hygiene and grooming and two sessions to Sexuality and Adolescent Education.

**D. Sustainability**: Is the project entirely dependent on funds from Asha for Education? i) If so, has anything been done to procure other funding for the project? Why/Why not? ii) If not, what other types of funding are available to the project, and what percentage of their expenses is funded by Asha? Is there an alternate source of funding that other projects could benefit from?     iii) Self sustainability - Has the project taken steps towards self-sustenance? If so, what are the plans for the project in the next two years?

**Ans 37D -** Other thannominal fees charged to our trainees, and Placement fee charged to corporate employers (we have been able to establish on-going relationship with few employers willing to pay), all our projects are partially dependent on external support. We seek funding from multiple sources:

* Project funding from corporate, NGOs, multilateral agencies and charitable organisations
* Corporate employee giving programs
* Individual and corporate donations

While we are able to get our projects funded, this makes our operations a little erratic.

In the current year, funding support from Asha will be less than 20% of our annual expenditure.

1. **Scope & Growth**: Are there plans to expand the scope of the project? If so, in what way? Has the scope of the project expanded in previous years of operation? If so, how was that accomplished?

**Ans 37E -** In 2011-12 Asha provided Project Funds to train and place80 disadvantaged youth. In 2012-13 support has been increased to 120 youth. For 2013-14 we have been asked to not exceed the funds sanctioned in 2012-13. We hope this will change in the future.

1. **Merit**: Why did you choose to submit this project, as opposed to any others you may have considered to submit, to WAH 2012?

**Ans 37F -** Skill Building and Vocational Training are being recognised as critical needs for India given our demographic profile, size of the population and the imperatives for growth of the economy.

Vocational Training is a special segment of Asha's core focus area of Education, which requires special focus in the context of the current realities and the economic and social problems facing India.

In this context, ETASHA's successful completion of projects supported by Asha San Francisco for the last two years, should be part of a strategic shift in Asha's focus.