

The Future of Work & Learning

Transforming
school-to-work
ecosystems through
self-learning



Contents

1	About Quest Alliance		
2	Context & barriers in preparation for an uncertain future		
3	What, why and how of self-learning		
4	Strategy		
	21 st century Skills for School to Work Transition	5	
	4E Approach	6	
	Principles of scaling.....	7	
	Quest’s 5 year Goals	8	
12	Programs & Services for Impact at Scale		
	Overview	13	
	Scale Up		
	Anandshala	14	
	Secondary Schools	15	
	MyQuest	16	
	Scale out		
	Quest App.....	17	
	MasterCoach	18	
	Change Leader’s Academy.....	19	
	Quest 2 Learn	20	
23	Making Quest Alliance growth and change-ready		
	Butterfly effect	24	
	Partnerships.....	25	
	Geographical presence and Team.....	26	
27	Connect with us		

Quest Alliance

Quest Alliance was founded in 2005 as an innovation and collaboration–focused coalition of State Governments, NGOs and Funders. With the objective of demonstrating and scaling up models that develop 21st Century skills in learners & educators, it has been endorsing self-learning and the effective use of education technology.

The Vision

A world where young people thrive as self-learners and drive economic and social growth.

Our Mission

We transform learning ecosystems through education technology, capacity building, and collaboration to build 21st century skills for learners and facilitators.

Quest Alliance integrates and deepens 21st century skills in learning ecosystems and engages in research-based school-to-work advocacy for priority issues in school to work transition.

We alchemize the cultures of:

- An Innovation Hub
- A Social Franchise
- A Leadership Springboard
- A Thought Leader for Policy Change

Our Values

Being Compassionate

We celebrate diversity and care for others.

Fostering Collaboration

We build relationships through trust and believe in co-creating vision, ideas and solutions.

Continuous Learning

We stay curious, invite feedback and learn from both our successes and failures.

Living with Courage

We ask critical questions and take risks while staying honest and overcoming our fears.

Preparing for an uncertain future

We are living in a world that is changing at a pace never before seen in human history. It is estimated that 65% of children starting school today will hold jobs that do not exist yet.¹ These children are likely to have four or five careers over the course of their working life, and will need to be lifelong learners in order to adapt.

Over the years, we have seen that classrooms today cannot always keep pace with the changing world—especially with the ever-changing technological landscape that redefines future opportunities and skill sets required for young people to thrive.

Not only are classrooms, teachers and education systems ill-equipped to address these emergent challenges, students are not receiving the basic education they need to lead a life of dignity and agency. Only 23% of students continue their education after primary school. The public education system is further stymied by the shortage of as many as 1 million teachers, and by the conflicting motivations of its many stakeholders.

In this scenario, girls are faced with greater and differentiated challenges. 53% of girls do not enroll in secondary school, and 18% drop out before completion². Participation of women in the

workforce is merely 11%³, and with the significant gender gap in digital access and literacy women will face greater challenges in coping with a fast-changing education and career landscape.

Government-led skilling initiatives are predominantly oriented towards sector-specific technical or vocational training. While these skills are important, they are not broad-based enough to adequately prepare for the technology led-disruptions to the future of work.

And while it is amply clear that the future in terms of employment opportunities will remain hazy, logic dictates that emerging technologies could create new higher-value jobs that would amalgamate machine capacities and human skills. A case in point would be the increased demand for cyber security professionals with the proliferation of IoT. Thus, the digital economy will create new opportunities which should be leveraged for advancements in the care economy.

As routine manual tasks become increasingly automated, as the availability of large amounts of data creates new complex choices and decisions, and as the blurring of physical and virtual spaces create new forms of working and collaboration, a more holistic and inter-operable set of skills will become increasingly important. Building these core skills will allow for the development of meaningful and sustainable career pathways.



¹ The Future of Jobs Report
World Economic Forum, 2016

² Census 2011, NFHS 2015–16

³ Census 2011, NFHS 2015–16

⁴ State of the World's Children
—Children in a Digital World,
UNICEF, 2017

Barriers

The problem is complex, and needs to be addressed at multiple levels within the existing ecosystems for change to be long-term and sustainable. As we look ahead, four key barriers intersect to deny adolescents, youth and educators the awareness and possibilities of emerging as 21st century learners and thriving with dignity, especially in resource-poor communities:

Leadership deficit

Adolescents, youth and teachers from resource-poor communities have not been given the opportunity to become 21st century learners and facilitators who can transform their own lives and catalyse enabling communities. They remain unaware of the potential of digital empowerment as a vehicle for learning with dignity.

Knowledge and skills deficit

Education and skill training institutions and grassroots organizations lack the awareness, skills, technology and resources to put the learner at the centre, drive self-learning and prepare adolescents and youth for The Future of Work in India.

Development deficit

Despite a positive policy environment for education and skilling initiatives, and a busy ed-tech market, state and other players remain unaware of how the 21st century learning and skill gap can be plugged.

Social capital deficit

Neither educators nor civil society promoting 21st century skills have platforms or an industry body to expand its influence across businesses, media and mainstream sectors—leading to fragmentation of efforts.

A Self-learner

We believe that every individual is inherently motivated and needs to find meaning to channelise their motivation. Individuals would thrive if given the opportunity to build their own pathway and place themselves at the centre of their learning journey.

Self-learning provides individuals an opportunity to exercise their agency and allows them to be unique, learn at the pace that suits them and build confidence and autonomy to drive their own unique learning journey in a manner that is meaningful for them.

At the same time, self-learning challenges the existing formal structures of learning, breaks the hierarchy and power associated with traditional teacher-student relationships and creates opportunities for more meaningful and equal relationships that enhances the learning process.

Who is a self-learner?

At Quest Alliance, we strive towards empowering learners to take charge of their learning process. By this we mean learners should be able to make a choice about what and how they want to learn, at what pace and to what extent they want to learn and how their learning impacts them and others around.

We believe a self-learner is someone who:

Is experimental in their learning approach

Creates a knowledge base and network

Is self-motivated

Is reflective

Has clarity of purpose



Self-learning Continuum

Quest Alliance has defined a continuum where a learner goes from self-regulated learning to self-directed learning, to eventually becoming a lifelong learner.

Agency and control of the learner in building the self-learning pathway is within a given framework

Self Regulated Learning

Assessment and feedback is led by the teacher

The learner plans the learning process/pathway along with the facilitator

The end goal is often oriented towards real-life problem-solving

Self Directed Learning

The learner plans their learning journey identifying multiple resources and methods

The learner defines the learning task

The learner self assesses and seeks feedback actively to make improvements and achieve learning objectives

A person practicing self-directed learning on an ongoing basis is a lifelong learner

Lifelong learning

Self-learning Environment



A self-learning environment is not merely the physical tools and materials required to make a learning environment conducive, but rather an ecosystem that helps a learner access, build and evaluate their learning. It necessitates a reimagining of existing education systems as learning ecosystems, where educators become mentors, facilitators and co-creators of this learning journey, and take on the role of change agents who advocate to create joyful, inclusive learning environments. This approach does not, however, replace the educator and the institution, as they play a critical role in building environments for learners to thrive in, and also ensures the participation of girls.

21st Century Skills are critical for young people to build their agency and define their learning process. Our models are rooted in the idea that for any change to happen, it needs to start from the self. If learners are self aware and equipped with skills to ask critical questions, have a solution-oriented mindset, articulate themselves confidently and build supportive relationships, they can be effective drivers of change and live a life of meaning and dignity.

Over the years, we have learned that technology-enabled blended learning solutions reduce dependency on formal learning spaces and incorporates latest trends and developments around the world, creating opportunities for anytime, anywhere learning.

At Quest Alliance, in the last 12 years, this idea of a nation of 21st Century learners and facilitators has driven our work in the education and skilling sector, and we have created alliances between educators, institutions and government systems to strengthen learning ecosystems. We have developed scalable models, using blended

learning technologies that can be replicated by our partners and our network of educators, to equip students with 21st Century skills and empower them to become self-learners who are ready for the future of work in India. Our interventions have are focused on building self-learning behaviours early on, so that each individual can chart out their unique learning journey starting from what they want to learn to how they want to learn.

The key elements of a learning environment are:

Physical and virtual environment

Learning climate

Learner engagement/ learning process

21st century facilitator

Strategy 2019–2023

Our five year strategy has been proposed with the objective of impacting no less than 4 million young people. By working with middle schools, secondary schools, ITIs and vocational training institutes with a special focus on adolescent girls, we aim to create a nation of self-learners enabled by 21st Century skills.

21st Century Skills For School-to-Work Transition



Foundation skills

Personal

- Self-awareness
- Problem Solving
- Critical Thinking

Interpersonal

- Communication
- Relationships

Life Readiness

- Collaboration
- Time management
- English language skills
- Conflict Resolution
- Ownership > Responsibility
- Entrepreneurial Attitude
- Leadership
- Financial Awareness



INDUSTRIAL & VOCATIONAL TRAINING INSTITUTES

SECONDARY SCHOOL

MIDDLE SCHOOL



Career skills

Information on careers

- Career exploration
- Aligning interests & abilities to their future career options.

Developing a career path

- Aligning interests & abilities to career choices
- Interviewing/ Resume Preparation
- Finding a Job
- Trade-specific exposure

Digital Literacy and Fluency

- Use and navigate digital devices, software applications and the internet
- Understand the principles of coding to create solutions

Our Strategic Approach

Quest will address the key barriers mentioned above with a 4E approach.

Through this Strategic approach, Quest Alliance will strengthen its role as an ecosystem builder addressing the 7 key aspects of ecosystem building.

Empower

Empowering learners and educators to build 21st Century skills and integrate them in their local environments by energizing demand and building awareness on self-learning. At the same time, enabling learners, educators, institutions and other organizations with tools and processes for creating learning environments.

Expand

Expanding partnerships with government, civil society and business to scale models of self-learning for 21st century skills, and facilitate innovations ‘anytime-anywhere learning.’

Establish

Establishing advocacy alliances of thought leaders for mainstreaming self-learning for 21st century skills.

Excel

Excelling in building robust systems, culture and leadership to scale impact



QUEST’S ECOSYSTEM APPROACH

Our principles for scaling

with evidence base

Scaling to create an evidence base for what needs to change to make the entire system better.

Scaling to create an evidence base for self-learning for 21st century skills.

SCALING equitably

Scaling to break the structures of inequity that block youth, especially young girls, from building 21st century skills.

sustainably

Scaling to create a sustainability mind-set in all players:
Sustainability for the idea;
sustainability for the ecosystem;
sustainability for the organization;
sustainability for practitioners.

with a learner centric approach

Scaling in response to user needs and user feedback, ensuring that learners play an active role and have a voice in developing new approaches and solutions.

with a systems-thinking approach

Scaling a pattern-changing idea across an entire system with all players who are affected by the problem.

5 Year Goals



Learners

Empower 4 million learners with 21st century skills across 12 states through a network of 200 civil society partners, 750 ITIs, 5450 schools and formal partnerships with 7 state governments

Enable 1.1 million adolescent girls through 21st century skills to complete elementary education, access career opportunities and navigate through life situations with confidence, challenging gender norms and stereotypes



Educators

Equip 50000 educators/facilitators to catalyse their learning ecosystems with 21st century skills through the Quest Approach



Institutions

Build the next level of innovations in anytime, anywhere learning and integrate them into mainstream systems

- CRCs/DRGs
- Upper primary schools
- Secondary schools
- NGO centres
- ITI/VTIs
- Businesses/Employers



Government

Establish Quest Alliance as the first point of recall for 21st century skills with relevant state and central government departments and Niti Ayog



Alliances

Expand Quest's social franchise network to 200 CSOs and strengthen partners' change-making and thought-leadership capacities in the domain of self-learning

Establish a global community of organizations and institutions for innovation, collaboration and knowledge-sharing on self-learning for 21st century

- Launch an alliance of thought leaders from this community to build the discourse for self-learning for 21st century skills and drive policy change



Quest

Excel in scaling impact through robust people, finance, project management, leadership and culture building processes and establish Quest Alliance as a leader in these domains

- Set up full- proof sustainability systems, including the Quest Social Venture to drive BD and open up new revenue verticals by working with Employers and Universities
- Demonstrate robust programs to launch change makers and thought leaders from the internal ecosystem
- Build robust systems for organization-wide accountability and management of projects/ programs

Programs for Impact at Scale



Program Overview

Quests programs are structured within 2 kinds of nodes – based on their approach to impact and scale.

The **Scale Up Node** develops, tests and scales replicable models for transforming learning ecosystems while the programs in the **Scale Out Node** takes impactful models to develop talent and share knowledge to create self learning environments in the ecosystem through Research & Advocacy, Capacity Building and Education Technology



SCALE UP

Anandshala

Middle Schools
Strengthening capacities of schools to ensure students stay, engage and learn.

Secondary Schools
Fostering 21st century skills in adolescents to optimize their personal and career decision-making.

MyQuest

Technical and Vocational Training Institutes
Facilitating lean school-to-work transitions and career pathways for youth.

SCALE OUT

Educator Development

Creating 21st century educators to nurture effective teaching and learning.

Change Leader’s Academy

Cultivating a community of leaders to drive and support change.

Quest App

Innovating blended Learning experiences to offer learning anytime, anywhere and promote 21st century skills.

Quest 2 Learn

Facilitating knowledge exchange and policy dialogue in the area of school-to-work transitions.

Anandshala

SCALE UP

Strategic Goal

Transform the public education system by empowering 5000 educators to become change-leaders who will transform 4500 government schools into inclusive and joyful learning spaces.

Geography

6 Districts
in Bihar and
Jharkhand

Ecosystem

4500 Schools
1563120 Students
5130 Teachers
630 Cluster Resource
Coordinators

Impact on Stakeholders

Cluster Resource Centre Coordinators (CRCCs), Head Masters/ Mistresses (HMs)

With a shared understanding of self-learning and 21st Century Skills, this unit works together to scale the Anandshala model and drive change at the school-level.

DRG (District Resource Group), SRC (State Resource Group)

CRCCs form District and State Level Groups that recognize innovative practices, create networks for knowledge sharing and integrate new approaches for 21st Century learning into the public education system.

Students from Classes 5 to 8 in Government Schools

Interventions led by CRCCs and HMs enable students to play an active role in improving the environment of their own schools.

Strategies

Empower

Train DRGs and CRCs to demonstrate the use of Anandshala approach and cascade the change.

Develop model schools as demonstration sites within each block.

Activate student bodies at the school level as change leaders to initiate and execute change projects.

Identify and build capacity of girls champions within the community to create awareness among out of school girls.

Build and implement a gender empowerment curriculum across schools.

Expand

Identify and train local non-profit partners to replicate the Anandshala blueprint within newer districts.

Catalyse learning networks of teachers, HMs and cluster coordinators to ensure sustainability of the approach.

Establish

Institutionalise a recognition system of exemplary educators and good practices in partnership with various government bodies in 2 states.

Establish Anandshala as a pioneering model and key knowledge partner for governments in Bihar and Jharkhand.

Set up an active online platform in partnership with a government-recognized academic institute to share insights and best practices emerging from the Anandshala ecosystem.

Set up Anandshala Goshti as an internationally recognized annual event with a focus on 21st Century skills for self-learning.

Secondary Schools

Strategic Goal

Empower 1.9 lakh adolescents – including 1.2 lakh girls - from classes 9-12 across 950 government schools to help reach their career goals and build the agency to improve their lives by continuing their education. This includes deeper emphasis on digital literacy – as well as digital fluency - to cultivate a habit of self-learning.

Impact on Stakeholders

- Educators**
Teachers develop an understanding of self-learning and 21st Century Skills and drive change projects in schools to create inclusive, joyful learning environments, and equip their students with to develop life and career skills.
- Adolescents**
Students build the awareness and agency to continue their education, identify career opportunities, develop career plans and lead lives of confidence and dignity.

Strategies

Empower	Catalyse 1800 educators to integrate the Quest approach inside classrooms.	Enable 600 trainers to actively participate in the Quest network/ community.
Expand	Formalize MoUs with 7 State Govt. departments	Obtain exclusive partnerships with the school education department in 5 geographies (districts or states)
Establish	Integration into State Systems Establish Quest as the preferred partner for self-learning with the education dept. of two states. Position Quest as a key player in the life and career skills ecosystem in high schools.	Release a series of white papers on impact created on adolescent students through these programs. Emphasize coding as a skill to create solutions, thereby adapting to different coding languages

Geography
5 states

Ecosystem
1.9 lakh adolescents
950 schools
1800 teachers



Strategic Goal

Enable 9.5 lakh youth – including 40% women - in vocational training institutions and skill building organizations to develop 21st century skills through blended learning to become self-learners.

Impact on Stakeholders

Students

Students become aware of pathways that align with their life and career goals and become lifelong learners. The larger objective is to ensure that 30% gain employment, 20% opt for higher education and 15% for self-employment.

ITI Trainers, principals and the Institution Management Committee

ITI trainers and leaders see themselves as change agents and become ambassadors for 21st Century skills and self-learning approach, catalysing systemic changes across the skilling ecosystem.

Government, Industry and NGO partners

New partnerships generate employment opportunities for MyQuest graduates and enable scale through replication.

Strategies

Empower

ITIs

Transform 750 ITIs and their ecosystems into hubs of self-learning and youth development to impact 7.5 lakh young people.

Model Institutions

Deepen engagement with 67% of ITIs such that:

At least 20 Govt. ITIs and 10 Pvt ITIs become model centres that showcase student-centric approach of self learning.

200 principals actively design, develop and implement plans for transitioning their ITIs into vibrant self-learning spaces.

Expand

Skilling Ecosystem

Facilitate ITI and NGO partners to enable self-learning at the centre of youth development.

450 partners own and demonstrate robust self-learning practices

Establish

Integration into State Systems

Establish Quest as the preferred partner for self learning for life and career skills with 7 State Govt departments

Build successful PPP in three states to demonstrate the impact of My Quest in concentrated geographies with vocational centres, technical and higher education institutes

Geography

10–15 states

Ecosystem

9.5 lakh learners
3000 trainers
750 ITIs
200 CSO partners
5000 employers



Educator Development

A three layered, integrated approach that goes beyond workshops to build thriving 21st Century classrooms. It ties together MasterCoach (professional development course for trainers), Trainer Tribe (continuous learning and social capital) and Resource Center (Toolkits, sector updates and resources).

Strategic Goal

- Onboard 50,000 trainers on the Trainer Tribe platform.
- Build capacities of 28,000 educators through blended learning programs and scaling through partnerships.
- Create a pipeline of 20,000 trainers in 5 years with employers, skill-training organizations and universities through the Quest App.

Impact on Stakeholders

- Trainers** get to professionally upskill themselves and stay relevant in the context of the future of work and learning.
- Students** can equip themselves in 21st Century learning environments through these trainers.
- ITIs, VTIs and Non-profit institutions** will benefit from these trainers as well who will significantly contribute to classroom attendance, overall engagement and build employability skills in young people.

Strategies

Empower	Consolidate and establish MasterCoach, Trainer Tribe and Resource Center as a credible offline and online learning community of trainers for self-learning for 21st century skills.	Innovate and streamline diverse learning approaches, including micro-learning, peer learning with a knowledge repository. Onboard 50,000 users on trainer tribe, an online learning network of educators
Expand	Build a community of 100 practitioners of 21st Century skills who can facilitate digital cultures within their institutions.	Actively engage MasterCoach alumni to become advocates for self-learning.
Establish	Secure partnerships with 2 state governments to integrate and drive these models.	Ensure that MasterCoach finds a mention in government white papers & policy documents.

Ecosystem

- 50000 trainers
- 6 lakh students
- 600 institutions
- 5 ecosystems
- 2 state governments



Change Leader's Academy

Change Leader's Academy will develop leaders and innovators across civil society and the public education system who are capable of driving change at the level of self and the organisation with a focus on 21st century skills for self-learning

Strategic Goal

Develop 500 institution leaders as Change Leaders creating enabling environments for their trainers and learners

Build a network of 100 practitioners, who practice and advocate for a human centered design mindset to build effective self-learning solutions through the Learnership Program.

Impact on Stakeholders

Organization leaders build capacity through blended learning programs which will:

- drive self-learning for 21st century skills for learners as well as facilitators
- build strong organisations that become advocates of self-learning
- explore partnerships and collaborations

Learnership

A 6-month program that imparts skills on how to become a social innovator and thereby, help find solutions to problems plaguing the sector.

Strategies

Empower	Establish Learnership as a preferred professional development course for Quest team. Pilot Learnership as a	offering to interested stakeholders from Quest ecosystem
Expand	Build and sustain a repository that captures user insights, ideas and models around gaps and	opportunities in the education and employability sector
Establish	Establish Change Leader's Academy as the centre of excellence for transformational	leadership in the domain of self learning for organizations



Quest App

Quest App develops and implements education technology for schools, skilling institutions, universities, and employers to create learning ecosystems with a focus on self-learning for developing 21st century skills.

Strategic Goal

Establish Quest App as the go-to ed-tech brand for anytime, self-learning for 21st century skills with an outreach of 1 million learners and 20000 facilitators and educators.

Impact on Stakeholders

Trainers & Leaders of Skill Development Institutions & Organizations

They collectively advocate integration of programmatic self-learning approaches and creation of learning networks for collaborations among trainers.

Leaders of Companies

Businesses see the value of creating learning organizations and begin actively demanding Quest products. With time, they begin to adapt and customize them for their unique contexts, eventually designing and building new tools to support self-learning in their communities.

Ecosystem

- 1 million users
- 100 customers from business, non-profit and the govt. sectors
- 2000 facilitators
- 15 toolkits in 5 languages
- 3 prototypes/models using emerging technologies like IOT, AR, VR, Robotics, AI etc.

SCALE OUT

Strategies

Empower	Build and sustain a robust base of 1 million users and 100 customers from the business, non-profit and govt sectors: Demonstrate proof of concept for the Anandshala Quest Experience	strategy and embed the platform in the district learning ecosystem. Expedite an online and offline peer feedback system for both facilitators and youth.
Expand	Establish a full range of Quest Experience Products for anytime, anywhere self-learning that are efficient, high quality and scalable.	Set up the Quest Social Enterprise; Build and consolidate robust systems, processes and skill sets (internal and external) for the enterprise to achieve dramatic scale.
Establish	Develop a pedagogical model of Quest's approach of tech enabled self-learning and be a key influencer and collaborator.	

Quest 2 Learn

SCALE OUT

Quest 2 Learn drives thought leadership and advocacy in the ecosystem by building and participating in networks across the education and employability sector, thereby developing new insights and innovations through self-learning for 21st Century skills in the area of school-to-work transition.

Strategic Goal

Catalyse a global community to further the discourse of self-learning in the area of school to work transition. Establish Quest Alliance as the thought leader for developing effective models for systemic reforms in this space.

Impact on Stakeholders

The Learner

A knowledge platform for sharing models, tools and insights on self-learning.

Annual Summit

An annual congregation of leading practitioners, educators, design thinkers, technologists, entrepreneurs and community investors to re-think the education and employability sectors.

Advocacy

A strategic platform to leverage government partnerships across Quest programs with the aim of driving policy change at a national and state level.

Strategies

Establish the Learner as a go-to platform for insights on self-learning, beginning with 100 contributors and an outreach plan of 50,000 people over 5 years.

Develop Quest 2 Learn as a global platform for stakeholders to learn, share insights and build strategic collaborations.

Build, sustain and leverage networks with the Chief Minister's Office in 8 states and with key people at MSDE, MHRD, MoL, NITI Aayog, and other government bodies.

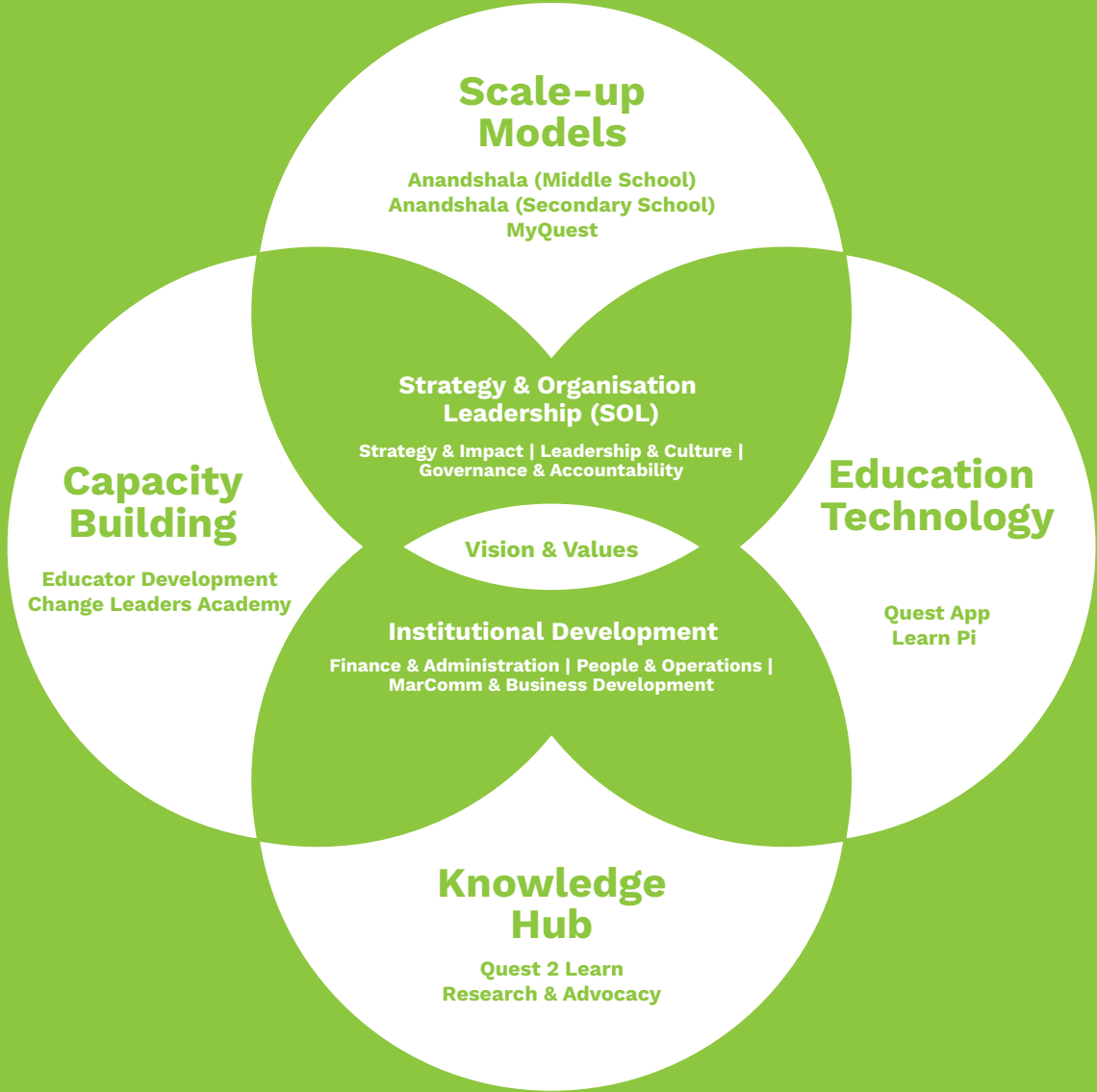


Making Quest Alliance growth and change-ready

Organisation Architecture –Excel

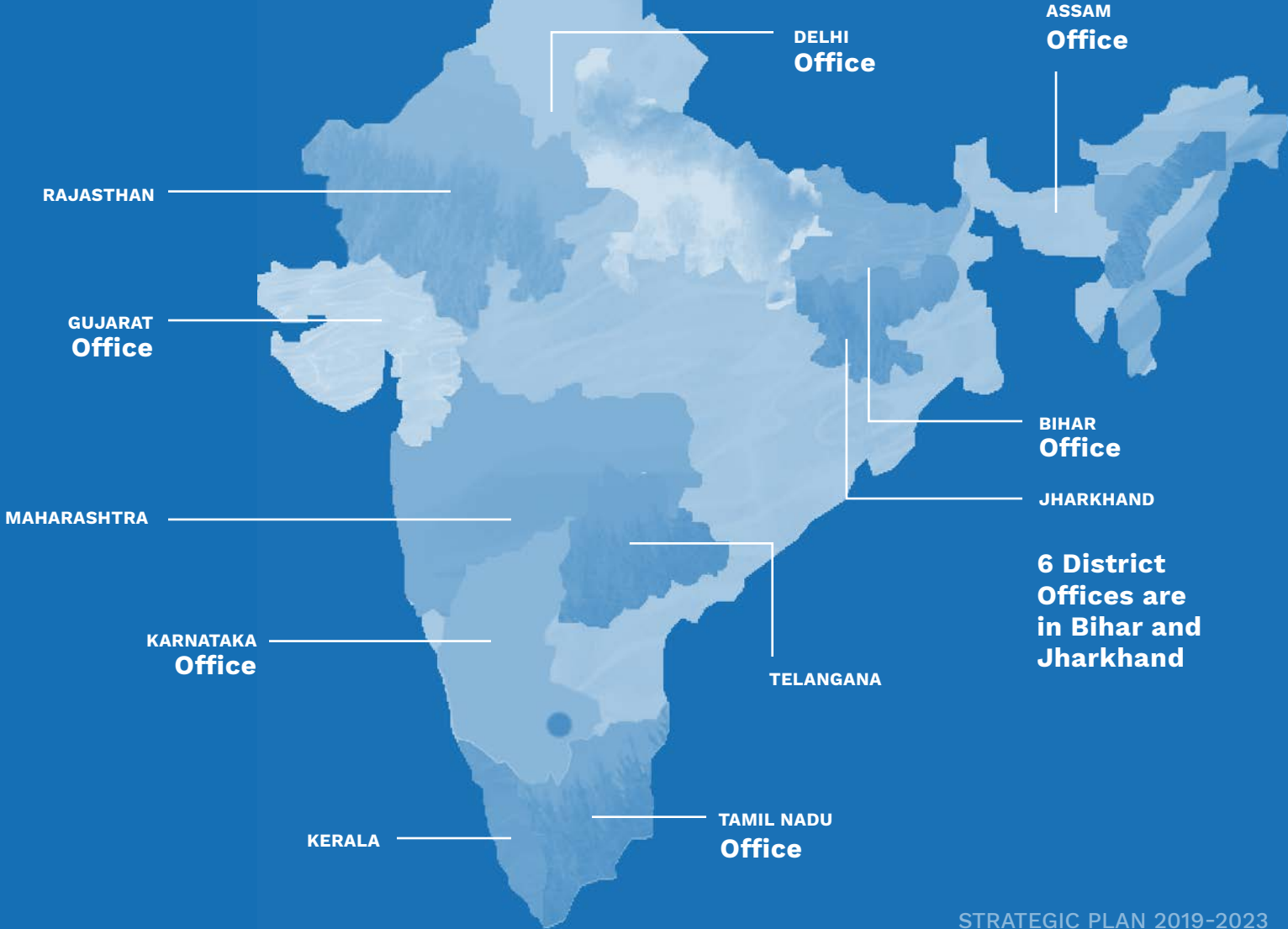
The strategy is implemented through 4 interconnected program verticals or nodes, and 2 core internal functions that intersect and collaborate to create impact that is greater than the sum of its parts. This structure draws upon the theory of the Butterfly Effect. It explores the idea that a small change in an environment that is in a constant state of flux, can affect a disproportionately large shift in the ecosystem. Organizations that thrive in this state of constant flux are ever-ready for change, focusing on building the core that multiplies the impact of its many interconnected parts. They are driven by an able leadership who enable this process of planning, performing, learning and transforming in the larger ecosystem.

In Quest Alliance’s networked structure- Strategy, Organizational Leadership, Institutional development (SOLID) together create the force multiplying butterfly, that drives and helps amplify the impact its six nodes to transform the learning ecosystem. **Strategy and Organization Leadership (SOL)** and **Institutional Development (ID)** form the SOLID backbone for continuous transformation, providing governance, leadership, capacity building and culture that enables each node to scale impact.



Network Spread

Over next 5 years Quest Alliance will have direct implementation presence in 12 states.



Leadership Team

Quest Alliance has a young leadership team with an average age of 37 years and 50% of the team being women.



Aakash has over 18 years of experience of working on youth development. He has served in leadership roles in organizations like AIESEC, Ambuja Cements, Microsoft and International Youth Foundation where he designed, implemented and monitored multi-stakeholder processes for youth employability, school education and leadership development.



Abhijeet has spent 12 years working closely with social investors, companies, foundations and Government to bring 21st century tools to the education ecosystem in India. He is the COO, leads business development and institutional development function at Quest.



Amitav has worked in the education sector since 2002. He has worked directly with disadvantaged communities in various parts of the country, developing projects. He currently leads the Anandshala initiative.



Ashutosh has engaged in understanding the role of learning for children and youth and supporting creation of enabling learning environments. With over 10 years of experience, Ashutosh leads all of Quest's youth programs.



Gauri has over 6 years of experience on design thinking and knowledge management. She leads culture building and knowledge management at Quest.



Neha has over 9 years of experience working in education focusing on teacher education and public education system reform. She has worked with the education systems in states of Rajasthan and Bihar. She leads the capacity building function for programs



Nikita has over a decade of experience in youth programs, she leads the content development and the education technology development function.



Shalini has engaged with corporates and NGOs on organisation development, training and facilitation for over a decade. At Quest she leads the Trainer capacity development initiatives and gender initiatives.



Sylvia brings over 15 years of experience in program management and execution particularly with youth. At Quest she works on strategy & impact, organizational performance and people.



Venu has over 2 decades of experience working on finance management and governance. He has worked with international and national agencies. He manages the finance and admin function at Quest.

Funding Partners



Sanjeev Prasad



J.P.Morgan



VIP INDUSTRIES LIMITED

Contact

www.questalliance.net

#108, 2nd Main
6th Cross, 1st Block
Koramangala
Bangalore 560 034

Ph +91 80 4098 3304
info@questalliance.net

