



# SKY NEWS

MEGA-Sky | Skills for Youth Newsletter

June 2011 | Vol. 02

**S**ky is part of a larger program called MEGA-Sky (Minority Education for Growth and Advancement—Skills for Youth). MEGA-Sky's focus is to create educational and skill building opportunities for disadvantaged children and youth in four states of India (Bihar, Delhi, Rajasthan and Uttar Pradesh). MEGA works to facilitate access to quality education and livelihood opportunities among Muslim children and youth. SKY works at the policy level to incubate and replicate successful approaches to improving skill development for young people. MEGA-Sky is made possible through support from the U.S. Agency for International Development (USAID) and is implemented by Education Development Center, Inc (EDC) and International Youth Foundation (IYF).

Focused Group Discussion in progress with students at a Delhi govt school.



## Career Guidance Program

*"Discussion on attending skills was really great and important says a counselor"*

*One of the counsellors reflect, "Influences on career development I never took them into account while choice making!"*

*"Training Facilitator should come to visit us to help us do this job better." - one of the MEGil participants during FGD.*

Students at a demo session during counselor training on career guidance at Delhi.



## Teacher:

*"My initial inertia that students can be introduced to careers at this stage is gone. Though there can be scope for improvement but the seeds of related career can be sown at this level"*

Women in discussion during the Life skills training session on HIV AIDS awareness at Bikaner centre.



Group photograph from the Life skills Train the Trainer session at Lucknow.



## Students:

*-In teacher led model we are able to ask queries to teacher and she can help us solve the problem. However with computers, we cannot know how to solve the problem.  
-In computer led model, we all had opportunity to solve problems as against teacher led where not all of us can give answers.*

Voices from the field...

## Life Skills



Skills training on embroidery underway at JSS Varanasi.

### Updates on SKY's work with JSS

SKY's pilot activities within the Jan Shikshan Sansthan (JSS) scheme of the Directorate of Adult Education (DAE) focuses on two key programmatic areas: Life Skills and Self-Employment. Most youth attending the JSS programs are young women who lack the necessary life skills and entrepreneurial know-how to be successful in their own livelihood efforts. Building a sense of self-identity along with a focus on economic empowerment is critical for them to break out of the vicious cycle of poverty in which they constantly find themselves.

### Training the trainers at JSS to be the Torch Bearers for the New Life Skills Program

As the first step in implementing the Life Skills program across the states of Uttar Pradesh, Bihar, Rajasthan and Delhi, two Train the Trainer workshops were undertaken with the facilitators from 30 select JSS. The main objectives of the workshops were to:

- Develop a better understanding of Life Skills and their importance for youth
- Improve the facilitation skills of the trainers
- Understand the Digital Life Skills Tool Kit and how to use it for the Life Skills Program
- Increase the confidence of the trainers to implement the Life Skills program at the JSS centers
- Develop trainers' ability to use the methods learnt at the workshop, and implement them at their centers

Two facilitators per JSS centre, a Program Officer and an Assistant Program Officer, were trained at these workshops, held at Sahbhagi Shikshan Kendra, in Lucknow, UP. The first batch of 28 facilitators from 8 centres from Uttar Pradesh and 7 centres from Bihar were trained on 22nd - 25th February and the second batch of 28 participants from 5 centres of Rajasthan, 3 centres of Delhi and 7 additional centres of Uttar Pradesh were trained on 12th-15th March 2011. The workshops were led by QUEST Alliance and Edulever, an organization based out of New Delhi that works towards improving the efficiency of classroom-based training programs. The workshops were attended by representatives from United States Agency for International Development (USAID), Education Development Centre (EDC) and International Youth Foundation (IYF).

The training was well received by the participants. Many of them had several years of valuable experience, including conducting classroom programs with youth. Due to the shared context of their

JSS experience, there was a positive response and reaction from all of the participants. By the end of the training the participants had a good grasp of the content of the training - especially the concepts and theoretical constructs around facilitation and classroom management. However, it was also obvious that the facilitative mode of teaching, in which the role of a trainer is to facilitate creation of knowledge through experiential learning methodologies rather than being the person who delivers knowledge, was new to them and it did not come naturally. Despite the challenge, the participants still showed clear willingness and enthusiasm to try out the new ideas discussed during the training.

The workshop ended with the certificate distribution which was accompanied by the trainers' pledge, as each participant resolved to do their best while conducting the Life Skills program at their respective centers.

The Life Skills program started implementation with students at the 30 JSS centres between mid- April and early May 2011 and is currently in full swing. The target is to reach 60 students at each JSS preferably in three separate batches of 20 students each. QUEST Alliance staff is monitoring the implementation of the program by conducting site visits to the centers and providing ongoing support. Many centres have shared that there has been an overwhelming positive response to the life skills training and that it is already making difference in many of the students' lives. However, at some centres the program is not running as effectively due to the inability of the facilitators to provide requisite time and effort into the program. The program is expected to be completed at most of the centres by the end of June or the first week of July.

### Young Women at JSS Centers to Receive Self-Employment Training

After completing vocational training at JSS, most youth want to start their own small business or be part of a community enterprise. However, the technical skills they have learnt at the centers are not enough to help them identify opportunities for self-employment. Few formal skills are currently provided by JSS to these youth on the key competencies required to successfully start and maintain their own enterprise.

SKY is therefore partnering with JSS to design and implement a self-employment training program which will provide youth with the basic knowledge, skills and attitudes needed to start and run small and community owned enterprises after completing the skill development courses. The module will help learners increase their confidence in running a business by engaging them to learn, reflect, internalize and implement ideas for economic empowerment.

In order to develop this self-employment training material, QUEST Alliance, a partner of IYF, organized a three day Entrepreneurship Content Development Workshop from May 10th to 12th, 2011 at ICSSR, New Delhi. The objective of this workshop was to gather the wisdom and experiences of JSS Directors and State Resource Centres (SRC) team members for the purpose of preparing a self-employment manual to equip the JSS youth with basic knowledge on how to start an enterprise. This workshop was attended by 15 JSS Directors who were from different parts of India, 3 SRC team members from Delhi, Bihar and Andhra Pradesh as well as Mr. Ramakrishna Sura, Joint Director, Department of Adult Education. Participants shared their experiences, best practices, challenges and gaps of running related programs in the JSS scheme.

Mr. N. Ramesh, Regional Director, Entrepreneurship Development Institute of India facilitated different sessions of the workshop such as self-assessment, how to ensure effective listening, thirteen competencies of an entrepreneur, and information required for starting an enterprise. Mr. Ramesh utilized storytelling, case studies, group exercises, and experience sharing during the workshop to encourage maximum participation from all. Mr. Aakash Sethi, Executive Director of QUEST,

shared the next steps for this pilot program and a time line for each step was mutually decided and agreed upon. On the last day, all the participants shared their workshop experience and everybody felt that it was a really enriching experience.

Following the workshop SKY will develop dynamic teaching learning material that can be tested at several JSS centers. The new training curriculum will include simple activities that the trainer can use with students such as explaining concepts through stories, role plays, games and pictures. The self-employment module will broadly cover the behavioral competencies required to be a successful entrepreneur, how to start an enterprise and how to manage it well. A total of 10-15 lessons are being developed to cover the above mentioned topics.

The curriculum will be delivered at 7 JSS centers to get feedback on the model. The final sites for implementation are still being finalized and effort is being made to choose the centres in such a way that it is a mix of existing life skills implementation sites along with a few new centres. The delivery of the self-employment training is expected to begin by mid June and would happen over a period of 1 month.

## JSS Life Skills Evaluation Underway

A third party evaluation is being carried out in sample JSS centers across the four states by a team of two independent consultants who have strong experience in designing, delivering and evaluating life skill programmes. The research will assess the effectiveness of the life skill intervention and evaluate the progress of facilitators and beneficiaries with regards to growth, change and transformation.

Various evaluation tools including a standardized life skill test (developed by Rajiv Gandhi National Institute of Youth Development), pre and post questionnaires, a feedback form, classroom observations and focus group discussions will be used. Stay tuned for the interesting evidence-based findings and case studies from the fields in the next newsletter!!

## Top JSS Facilitators to Receive Award

In order to acknowledge the good work that the JSS facilitators are doing, an award has been announced for three facilitators who demonstrate exemplary performance and passion in undertaking the life skills program for the youth at their JSS centre. Winners would be selected based on the following criteria:

- Ability to reach the target number of students at their centres
- Quality delivery of the material in the classroom
- Time and effort spent by the trainer in preparation for the class using the toolkit
- Effort made by the trainer to collaborate with other participants and share experiences

Each winning facilitator will receive a laptop (Net Book) which will be awarded at a national event in Delhi in August 2011 with representatives from GOI Ministries, international NGOs and other key stakeholders.

In addition to the awardees, seven outstanding facilitators would be chosen to take forward the life skills training as Master Trainers.

## Life skills content customization workshop

With the first round of life skills trainings being completed, SKY has gathered feedback from facilitators and students about their experiences thus far. While overall the experiences have been positive, it is clear that the content must be tailored to meet the specific economic empowerment needs of the women beneficiaries who are the primary target group for JSS. SKY has therefore initiated a process of adapting the content and the pedagogy to this population. We will work with trained JSS facilitators and resource persons to customize the curriculum to address some of the challenges that have emerged from the field during the first phase. A workshop is being planned for July 2011, to which select facilitators from the 30 pilot sites would be invited to work towards strengthening the life skills content to make it more suitable to address the needs of the JSS beneficiaries.



JSS Facilitator receiving certificate after Life Skills training.

## Facilitators/People Speak—stories from the ground



### डीएलएसटी साबित हुआ – रामबाण

महेश उपध्याय

सहायक कार्यक्रम अडिकारी,  
जन शिक्षण संस्थान, बीकानेर।

जन शिक्षण संस्थान, बीकानेर द्वारा 13 अप्रैल 2011 से प्रति सप्ताह दो दिन डीएलएसटी का प्रशिक्षण मैंने आरंभ कर दिया था।

सभी विशयों को पढ़ाते समय मैंने डीएलएसटी के प्रत्येक पहलू को ध्यान में रखकर प्रशिक्षण देने का सार्थक प्रयास किया। अन्तिम विशय एचआईवी और एड्स जागरूकता दिनांक 19 मई, 2011 को करवाया गया। इस दिन क्यूस्ट एलाईन्स के एग्जीक्यूटिव डायरेक्टर श्री आकाष सेठी, निकिता बेंगानी और श्री राकेश डांगी भी बीकानेर विजिट पर थे। आपने दो केन्द्रों पर डीएलएसटी के कार्य का अवलोकन भी किया।

मेरे अनुसार डीएलएसटी इन प्रतिभागियों के लिए रामबाण का काम कर रहा है। क्योंकि डीएलएसटी की सबसे बड़ी विशेषता यह है कि यह फेसेलिटर के लिए एक दोस्त का काम करता है। साथ ही डीएलएसटी में प्रशिक्षण की विधा सहज और सरल दी गयी है। प्रशिक्षण देते समय एक तरफा संवाद न हो इसके लिए खेल, गतिविधियां, कहानी, समूह चर्चा आदि के माध्यम से विशय को स्पष्ट किया गया है। ताकि आनंददायी वातावरण में शिक्षण कार्य करवाया जा सके।

जब मैंने डीएलएसटी प्रशिक्षण कार्यक्रम का कार्य शुरू किया तब मुझे स्वयं इस बात का अंदाजा नहीं था कि इस तरह लोगों के जीवन में परिवर्तन आयेगा। मैं यह मानता हूँ कि विशयों से ज्यादा महत्वपूर्ण विशय को पढ़ाने का तरीका है। क्योंकि विशयों की जानकारी तो सभी को होती है परन्तु इन्हें जीवन में किस प्रकार लागू किया जाये या इन्हें जीवन में किस प्रकार लागू किया जाये यह ज्यादा महत्वपूर्ण है।

डीएलएसटी का प्रयोग मेरे लिए एक सुखद अनुभव रहा साथ ही यह कहना चाहता हूँ कि मेरे जीवन पर भी इन विशयों का व डीएलएसटी का असर रहा है। हालांकि यह सभी विशय मेरे लिए नये नहीं थे परन्तु इनका रंग और रूप डीएलएसटी ने बदल दिया है। मेरे जीवन के प्रत्येक पहलू में जीवन कौशल के विशयों का असर रहता है। हालांकि परिवार के बाकी सदस्यों पर इनका असर नहीं होने के कारण मेरा असर अच्छा परिणाम नहीं लाता लेकिन मैं विष्वास रखता हूँ कि जीवन कौशल के इन विशयों का असर अगर सभी लोगों पर हो तो बहुत सी समस्याएं हल हो जायेगी। कई गतिविधियां मैं। किसी सामाजिक कार्यक्रमों में भी उपयोग ले लेता हूँ जोकि कोई संदेश के साथ रोचकता भी पैदा करते हैं।

एक विशय जो मेरे कार्यालय में सबसे ज्यादा उपयोगी सिद्ध हुआ है वह है संचार कौशल – इस विशय के बारे में डीएलएसटी के उदाहरण और गतिविधियों ने साबित कर दिया कि संचार कौशल कितना आवश्यक है। मेरा कार्य 100 प्रतिषत पब्लिक डीलिंग का है। और इस काम में संचार कौशल का सबसे अधिक महत्वपूर्ण है। प्रतिभागियों के साथ डीएलएसटी का प्रशिक्षण देना सही मायने में उनके जीवन के पहलुओं को छूने जैसा था जिन्हें बहुत कम लोग छू पाते हैं। ये मेरे जीवन का महत्वपूर्ण अनुभव रहा है। यहां यह पवित्रता कहना उचित होगा –

है बड़ी खूबसूरत कहानी  
जिसको कहते हैं ज़िन्दगानी  
इसके हर पल को मोती बनाएं

एक अच्छा प्रशिक्षक वही है। जिसका संचार कौशल सबसे अच्छा हो वही एक अच्छा दक्ष-प्रशिक्षक हो सकता है। मेरा मानना है कि डीएलएसटी के माध्यम से जीवन कौशल के अन्य विशयों को भी शामिल किया जाना चाहिये।

## रिपोर्ट

अभय कुमार मिश्र  
सहायक कार्यक्रम पदाधिकारी  
जन शिक्षण संस्थान, औरंगाबाद, (बिहार)

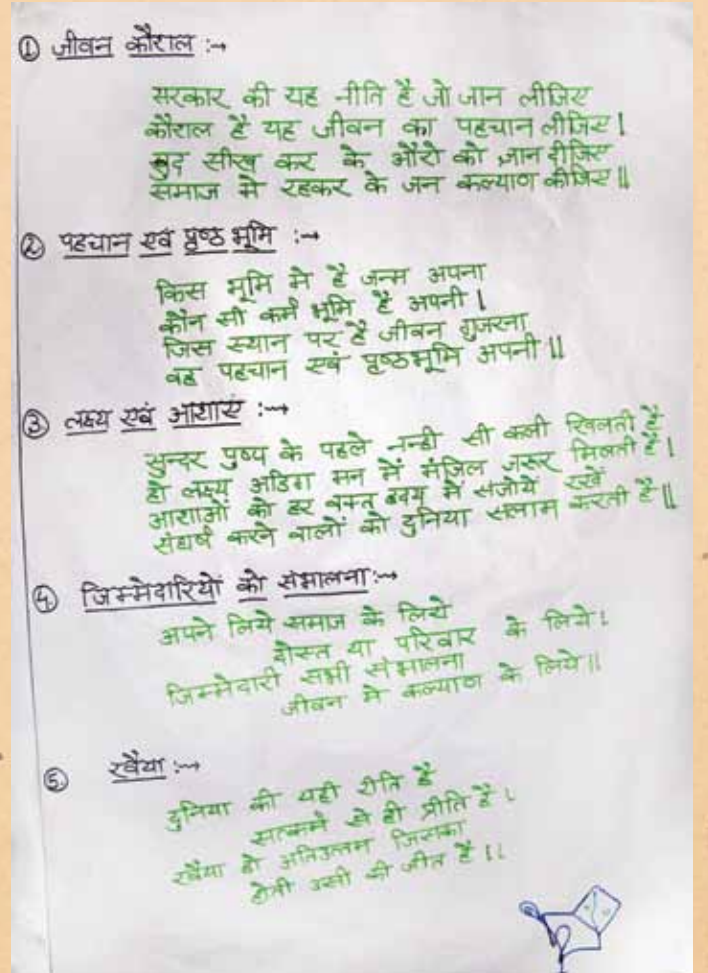
जन शिक्षण संस्थान, औरंगाबाद, (बिहार) पूर्व से ही "जीवन कौशल", पर सप्ताह में एक वर्ग प्रशिक्षण के रूप में देता रहा है। आज जब "क्यूस्ट एलॉयंस", जीवन कौशल पर व्यापक रूप से जन शिक्षण संस्थान के लाभार्थियों को विस्तृत रूप से प्रशिक्षण दे रहा है जिसका लाभ भविष्य में निश्चित रूप से दिखलाई पड़ेगा। आज इस संस्थान में विभिन्न पाठ्यक्रमों से 62 प्रतिभागी प्रशिक्षण ले रहे हैं। जब वह पूर्ण रूप से अच्छे प्रशिक्षक हो जायेंगे तो वह अपने आस-पास के सभी कमजोर व्यक्तियों को जीने की कला बतलाने में सफल हो पायेंगे। जिससे एक अच्छे समाज की कल्पना की जा सकती है।

वर्ग संचालन के दौरान प्रतिभागियों से पूछा गया कि आप इस प्रशिक्षण से कितने हद तक सहमत हैं और भविष्य में इस पर क्या योजना होगा। प्रतिभागियों ने बतलाया कि हम लोगों को इस प्रशिक्षण से अपने व्यावसायिक कौशल प्राप्त करने के बाद व्यावसाय शुरू करने के दौरान बेहतर उत्पादन या सेवा के लिये कार्य संस्कृति और कार्य नीति की जानकारी प्राप्त होगी। इस प्रशिक्षण से अपने अधिकारों और कर्तव्यों को जानना, व्यक्तिगत रक्षा और सुरक्षा के लिये बने कानून समझना, स्वयं के विकास के लिये उनका उपर्युक्त समय पर उपयोग करना ताकि कोई टग न सके।

जहाँ तक प्रशिक्षक के तौर पर हम लोगों का मानना है कि जीवन-यापन के क्रम में कई ऐसे कौशल हैं जिनके बिना व्यावसायिक कौशल की दक्षता अधुरी हैं।



Mahesh Upadhyay looking through the DLST during training session at Lucknow.



This drawing has been created by the trainers son at Mirzapur.

## Career Exploration and Guidance

### Secondary Students Explore Link between Studies and Careers

In last week of April 2011, SkY conducted a pilot program with 140 students of Class 8th and 9th at two Delhi Government Schools to test Career Exploration modules. The main objective of the Career Exploration module is to help students make links between the academic concepts and its real life application. The key objectives of this pilot were:

- To understand the effectiveness of the teacher-led and technology-led content.
- To determine if the students are able to use the academic concepts to solve the real-life problems.
- To introduce careers in the process of strengthening academic concepts.

For this pilot, SkY chose one lesson from Mathematics and one from Science. The Science and Mathematics teachers were trained to conduct these lessons with the students. The teachers used both a teacher-led model and a technology-led model.

Insights from the pilot so far include the following:

- The technology-driven module let the children express their understanding of the problems and hence the answers, in a way that the teacher-led module does not.
- Students were not used to the independent nature of the computer-based lessons. At times, they required teacher help to allow them to move on with the lesson.
- For some technology-based lessons, particularly Mathematics, students lacked the underlying knowledge to solve the lesson. Thus, it is important that the lessons need to be closely linked to the school curriculum.
- Some teachers initially resisted taking up a new pedagogy. However, after they implemented the classes they were enthused because using Audio Visuals, Worksheets and real life examples increased students' interest and curiosity to learn.
- It is critical that sufficient technical infrastructure be in place for the program to be effective. This is a challenge for many of the government schools.

Some additional piloting of career exploration approaches will continue in July.

### Career Guidance Programme in Delhi Government Schools

Soon after the completion of a three-day training programme in January 2011, Counsellors from Delhi Government School started the implementation of career guidance workshops with class 10th students in 13 schools. This pilot programme equipped the counselors to implement the Career Focus Finder programme, developed by JobCorp, with students of class 10th in 13 schools to better understand their interests and develop a career plan by matching his/her interest with the requirements of a career. After the successful implementation of the career guidance programme with class 10th students of Delhi Government Schools, the pilot programme was extended to class 12th students in five of the thirteen Delhi schools. Three of the counsellors have already completed their workshops, reaching out to 134 students. Two counselors will conduct additional workshops in the new academic session, once the schools reopen after the summer vacation in July. To date, the Career Guidance Pilot has reached 653 students of class 10th and 12th in 13 Delhi Government schools.

Based on the feedback received from the counselors in the career

guidance pilot programme, there is a felt need to develop some additional resources for the students. Thus, the following materials are in development:

- Career Information Cards: In order to make career decisions, students need a variety of information about possible career options. Thus, career information cards are being developed to provide a user-friendly way of accessing basic information on various careers. It is expected that Class 10 or 12 students could use these, along with their understanding about themselves, to narrow down possible career paths. The content and format of dissemination is being vetted and a user testing is scheduled to happen by 25th June'11. The first version of career information cards will be released by July end.
- Worksheets and handouts: Apart from factual information dissemination, we are developing worksheets and handouts that would follow a certain sequence and structure to facilitate the students' thought process to make career decisions.

### Evaluation of Career Guidance Programme

QUEST Alliance initiated the evaluation of the Career Guidance pilot programme under the guidance of Prof. B. Phalachandra, Ex faculty from RIE Mysore (NCERT). The evaluation looked at the knowledge and skills the thirteen guidance counselors gained during the training workshop as well as how the students' awareness about career decisions changed. Qualitative and quantitative data was collected from 410 students (289 who completed the training and 121 control students), using pre and post surveys as well as focus group discussions. The guidance counselors also participated in post-training focus group discussions. The findings clearly indicate that after the intervention, the students are able to better identify

the requirements and factors (understanding self and knowing about different aspects of careers) for choosing a career. Also there is an incremental shift among the students in matching their interest and abilities for the selecting their career. The final evaluation report will be available by 15th July 2011. Some of the learnings captured in the evaluation from the career guidance programme are:

- It is best to include both interest and aptitude assessments in a Career Guidance program.
- Follow-up activity with the students is needed during post workshop period to provide ongoing support

- The school should have a collection of case studies to discuss various issues surrounding career decision making.
- The programme should be ideally spread over a period of two to three years with lots of activities and workshops so that students get sufficient exposure and time to reflect and decide about a career.

Facilitators appreciated that the model helped them to understand the steps of career planning and approaches for implementing it. Now they are better able to link the theory with practice. It also helped the students to make a career choice using a systematic approach for career planning.



Focused Group Discussion in progress with students at a Delhi govt school.

## Career Guidance Workshop on Multiple Intelligences

After the initial implementation of the Career Guidance pilot programme with SCERT, Delhi, and using feedback from the Counselors and participants, SkY and SCERT began a process of evaluating what worked and what should be adjusted in the piloted approach. After analyzing various frameworks used for delivering career services with experts in the field, it was determined that the Multiple Intelligences framework should be explored as an additional basis for developing programs for Career Decision-Making. To examine this approach with the stakeholders, a one day workshop on Multiple Intelligences was conducted at SCERT, Delhi in May 2011. The workshop was facilitated by QUEST Alliance in partnership with Riverside Learning Centre. The participants included counselors and teachers from Delhi Government Schools, colleagues from NIPCCD (National Institute of Public Cooperation and Child Development), DIET (District Institute of Education and Training) and the YUVA Program Coordinator.

The participants welcomed the idea of introducing the MI framework early in the school system so that the students get to learn about themselves better and can express this understanding. Some of the other suggestions that emerged include:

- Create materials to help students in better time management skills and also chart out their career paths based on the constraints they have.
- Clarify to students that their aspirations and potential need to be aligned to make a good career choice.
- Help the students to conceptualize goals and identify strategies to achieve the same.

As a next step to this workshop, SkY will be designing a holistic curriculum / model for classes 6 through 10. This will include a new self-appraisal tool for students to come up with their Multiple Intelligences Profile. The new curriculum will be tested in Classes 7, 9 and 10 in July 2011 at select schools in Delhi and Bihar. The holistic model emphasizes career exploration modules for class 6th and 7th.

## SkY Web Portal Taking Off

The Sky portal is up and running and now has a dedicated space – under “Forums”- for the stakeholders who are a part of the SkY program to come forward and share their experiences with others. Amongst many things, the forums section of the portal is hosting interesting discussion on various aspects of the life skills and career guidance programs. We encourage all JSS facilitators and SCERT guidance counselors to share their experiences, opinions and challenges by posting comments/stories along with relevant pictures and videos to let the world know what you are up to!

Updates have already been posted by JSS Life Skills facilitators from different locations. More engagement is expected from teachers and counselors from the government schools from Delhi once they are back from the summer vacations. Please log in to the portal to get a sneak peak into the action on the ground by typing [www.livelihoodconnect.net/sky](http://www.livelihoodconnect.net/sky)

Remember that you will also find other valuable information about the SKY pilot activities and relevant research studies on the portal.

## Future News

**Final Consultation Workshops:** A couple of workshops are being planned for August 2011 for key stakeholders from government, private sector and nonprofits that have been engaged with the SkY program as well as those who might be interested to learn about the findings of the program. Evaluation findings will be shared in detail during the workshop and plans for institutionalization of the programs piloted at JSS and SCERT will also be discussed.

### JSS Facilitators Pledge

Whatever I learnt here on Life skills I promise I will try to implement it with my beneficiaries at JSS with best of my abilities. I feel this will be very useful for our beneficiaries.

I promise that, from what I have learnt here, I will be like a candle which would bring light to the lives of the beneficiaries at JSS.

Woman during the life skills training session in progress. They are learning cutting and tailoring at JSS.



Facilitators looking at the Digital Life skills toolkit during the training session.

मेरी बहू में काफी सकारात्मक परिवर्तन आया है। यह केन्द्र पर होने वाली सभी बातें मुझे व अपने पति के साथ चर्चा करती है। और स्वयं के जीवन में बदलाव महसूस कर रही है। मैं संस्थान को इसके लिए धन्यवाद देना चाहती हूँ। कहानियाँ व गीतों द्वारा विषयों को रोचक बनाया जाना अच्छा लगा।

श्रीमती लक्ष्मी विघोई - श्रीमती भावना विघोई (प्रतिभागी) की सास

JSS Directors at work during the self Employment Content Development Workshop held in Delhi.



Notes from the counselors during a brainstorming session on career expectations.



समय के प्रति मैं कभी भी गंभीर नहीं थी। परन्तु सर द्वारा समय प्रबंधन का पाठ पढ़ाने के बाद समय का महत्व समझ गयी और आज सुखी हूँ। प्रत्येक पल का हिसाब रखती हूँ और समय का प्रबंधन करती हूँ। पाठ पढ़ाने का तरीका अच्छा था हम कभी-भी गोर नहीं हुए।

श्रीमती नाजिया बानो

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