



QUEST
ALLIANCE

INNOVATING FOR SCALE

A Blended Learning Model
for Youth Employability in India

In partnership with **accenture**



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► Foreword

Looking back at the past 10 years, it is but with a sense of accomplishment that one views the evolution of a digital learning ecosystem that has gone on to impact the lives of tens of thousands of youth across India...

✓ Abhijeet Mehta, Quest Alliance

...a partnership built for driving continuous innovation leveraging technology and keeping the learner at the center.

✓ Kshitija Krishnaswamy, Accenture India

- True collaboration between any two entities is not a regular phenomenon. It calls for shared values, a common vision, alignment of skills and a belief in staying with the course regardless of setbacks. Over the past decade, Quest Alliance and Accenture have forged a partnership which, in many ways embodies the spirit of collaboration in the best way possible. Rarely does such a convergence take place and if it does, seldom does it sustain the test of time. Looking back at the past 10 years, it is but with a sense of accomplishment that one views the evolution of a digital learning ecosystem that has gone on to impact the lives of tens of thousands of youth across India, equipping them with the skills and knowledge to enter the world of work. But we are only getting started. The current pace of technological change has never before been seen and it is clear, this will only accelerate. This partnership too is seeking constant evolution, constantly attempting to try open the curtains of the future in order to create tools that will serve millions of young people in meeting their aspirations and goals.

Abhijeet Mehta, Chief Operating Officer, Quest Alliance

- The relationship between Quest Alliance and Accenture is a partnership built for driving continuous innovation leveraging technology and keeping the learner at the center. Technology continues to change the world as we know it, but to create positive, meaningful impact, we must put people first. At Accenture, we do this by combining human ingenuity with ground breaking technologies to solve complex problems. Quest Alliance, which works with a mission of enabling self-learning, was an early and natural partner for our Skills to Succeed Corporate Citizenship program. Together, we pioneered a blended learning approach to skills training that has impacted tens of thousands of youth across India. The partnership over the years starting from pioneering the blended learning model to seeding the concept of digital delivery of learning to a wider ecosystem is vividly captured in this case study. We hope that it serves as a guidepost for other corporates and NGOs working on similar agendas.

Kshitija Krishnaswamy, Director of Corporate Citizenship, Accenture India

A person is lying in a hospital bed, wearing a white hospital gown. The background shows a hospital room with a desk, a computer monitor, and a wall with various notices and a 'NO CELL PHONES' sign. The entire image is covered with a semi-transparent blue overlay.

► Introduction

With Accenture's unstinting support, Quest embarked on a defining voyage of exploration, creation, consolidation and delivery, a journey that has taken ten years to evolve. Skills to Succeed is an endeavour that continues to grow, changing form, acquiring greater mass and momentum, as the people we partner with and reach expands.

The pilot study spanned over a three-year period, comprising user-surveys, curricular research and development, technological inquiry and testing, and continuously going back to the drawing board to arrive at a strong, stable Proof of Concept. Accenture helped Quest take this to scale, building a course that could be implemented and disseminated to ever-growing numbers across contexts on a robust technology platform. The result: 300 hours of blended learning material, consisting of digital self-learning modules designed for the desktop, workbooks and instructor manuals across a range of subjects – from basic communicative English and life skills, to workplace readiness and customer interaction skills.

Skills to Succeed (S2S) is a three-month intervention that gives young people work and life skills training, as well as basic English coaching. The project also has a customer interaction module with a retail-sector focus, where participants learn to apply foundational skills.

Skills to Succeed has expanded to ten states across 86 centres. Since its inception in 2008 and subsequent rollout in 2013, about 14,000 young people, of whom 50% are women, have been trained as part of the S2S direct impact program, of which 11,100 found placements immediately after the program.

Quest Alliance understands the need to stay relevant, to be able to cater to the needs of young people who are preparing to navigate life and work in the 21st Century. We are now re-examining and re-designing the course structure and delivery, to adapt it to newer technologies, make it fully responsive, and give young people immediate access to work and life skills on the go, through the tablet and mobile phone.

This study showcases our journey, and the Quest-Accenture collaboration, which extends far beyond the short-term gain of immediate, year-on-year results in education. It underlines how technology was integrated into the program, what the results were, and therefore, the lessons that can be drawn by others who have the intent to fill large gaps in the educational and skills ecosystem. As a model of lasting Corporate Social Responsibility and philanthropy, it highlights what long-term investment and commitment can achieve: the deep, exponential impact on disparate communities and industries, and its far-reaching effects on India's young people, the workforce of tomorrow.

A woman in a white sari is shown working on jewelry, with other people visible in the background. The scene is dimly lit, with a warm, golden light source creating a soft glow on the woman's face and hands. She is looking directly at the camera with a focused expression. The background shows other people, but they are out of focus.

■ When we look at the world today and five to ten years into the future, we see a different picture from the backdrop against which Skills to Succeed was first created. The rapid pace and scale of technological change and flows of information, among other forces, are disrupting markets and fundamentally altering the future of work.

Kshitija Krishnaswamy
Director of Corporate Citizenship,
Accenture India

► **The Need for Skills to Succeed**

Half of India's population is under 26. By 2020, India is expected to have the largest pool of working-age manpower in the world, with more and more of the very young joining the workforce. India is at a historically significant point, where the youthful surge could lead to a demographic dividend. On the other hand, it could turn into a demographic curse.

If the emerging workforce is not able to take advantage of emerging opportunities, we could see an increase in societal conflicts as more and more people fight for the same limited opportunities.

Unfortunately, there is a wide gap between the skills India's youth possess and the skills needed to earn a livelihood in a modernizing economy.

As per the India Skills Report 2017, less than half of young Indians meet the employability criteria that would get them regular, full-time jobs. The ratio is especially low (about 25%) for those doing vocational training from a polytechnic institute.

The Government of India's Skill India campaign has a **goal to skill-up 400 million people by 2022**. It is a gargantuan task, which the government alone cannot fulfill. In 2012-13, the National Skill Development Corporation only met 16.5% of its annual skilling target.

Skilling-up becomes more difficult with the lack of basic skills taught in schools. The NSDC's report on skill gaps specifically identifies **weak communication skills**, inadequate grooming and hygiene, **sub-standard customer service orientation** and **poor time management skills** as some of the key gaps in youth who aspire to jobs in several sectors. These skills are core to a person's growth, and these skills are also generic; that is, they are critical skills irrespective of the sector and career path that a young person chooses.



► The Process

The numbers can and do speak for themselves. The gap exists and continues to widen. The question, then, is how best to reach as many young people in the most effective and efficient way possible? Quest in collaboration with a diverse set of partners over last 10 years has gone through a process of research, experimentation, piloting and eventually scaling-up through various models.

1: From Research to Experimentation

Quest collaborated with Quicksand Studio and went into the field to engage with youth, training institutes and employers, to first get a firm grasp of the on-ground reality. This would organically and logically lead us to a specific set of solutions to begin to bridge the education-skills gap.

Key Insights

We learnt that the barriers to employability are multi-layered and complex

- » Career choices are usually need-based. The time off for education is also a trade-off with financial and familial responsibilities.
- » Most students have had negative and uninspiring school experiences; they look to directly link the new experience with a job.
- » Learning interventions are vital in their transformation to adulthood – to create responsibility, discipline and integrity, hope and a positive change in self-concept.
- » Teachers do more than just teach. They fulfill the roles of mentor, counsellor and confidante; often, they are the only people to whom these students can turn, to help address the real issues they face.



Key Insights (Continued)

- » Empowerment is the key to change. Vocation is not just about learning sector-specific job skills, but also about becoming a well-rounded, confident and responsible adult.
- » Thoughtful technological interventions are lacking. When teachers are not equipped, technology can hinder upgrades and customization.
- » New support structures need to be mobilized for growth, because on-the-job experience is a powerful determinant for self-awareness.

India's educational and skills gap can be seen as a problem of 'unit and scale'. It manifests at the unit level – the average young person lacks employable skills on multiple fronts, something that cannot be bridged with a single, quick intervention. The gap also manifests at scale: the number of these individuals who need significant assistance runs into more than 50 million every year.

It is critical that successful solutions are designed to make a large enough difference to the individual, and also have a potential multiplier effect that enables accelerated rollout, thereby creating scale impact in the medium term.

2: The Pilot

After extensive interactions with different stakeholders to understand the gaps and challenges confronting youth, vocational training institutions and employers across India, Quest Alliance developed and pilot-tested a comprehensive classroom-led training curriculum for trainers and students. This included compiling a comprehensive skills competency list based on the research, facilitator's guidebooks and student resources to further enhance facilitator preparation, and train-the-trainer workshops to ensure trainers were well equipped to effectively teach lessons.

With Accenture's support, Quest Alliance sought to build a blended learning model that combines digital learning tools with a traditional classroom model. This meant developing, piloting and implementing a technology-led version of the same curriculum, for CD-based learning, internet-enabled learning and even mobile-based simulations and games.

By its very nature, **the program aims to provide a greater unit impact than conventional vocational training programs,** which tend to focus on providing skills in a specific domain that will fetch the candidate an immediate job.

Our pilot design had to cover these parameters:

- » Remove traditional modes of assessment that only reinforce a singular paradigm of learning.
- » Ensure a non-threatening environment where the role of the teacher as disciplinarian is minimal.
- » Make space for play and peer-to-peer guidance as integral, un-intimidating and effective aspects of learning.
- » Create school-free zones; intense transformative experiences akin to summer camps.

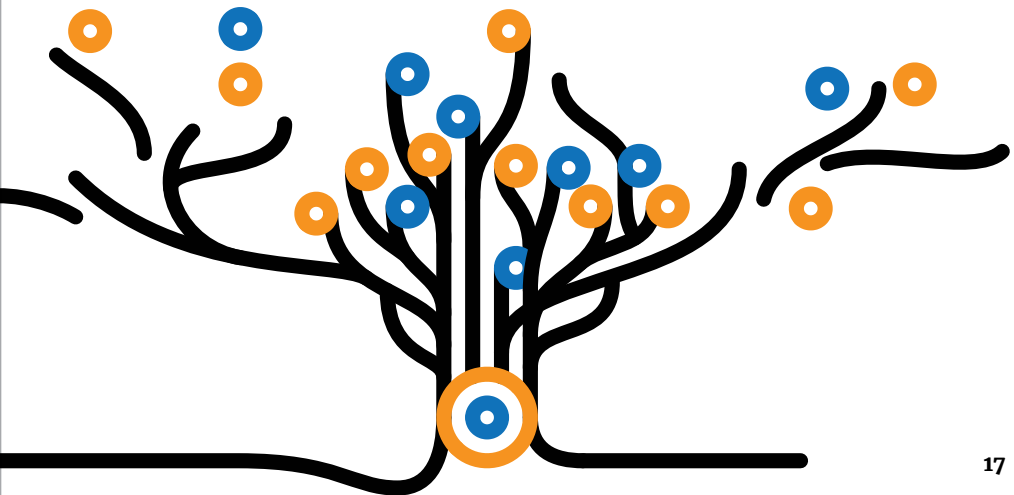
3: Scaling Up

Based on the pilot, it was clear that the initiative was ready for scale. Undoubtedly, challenges existed in the form of poor I.T infrastructure, hesitation on the part of partners and a lack of digital literacy among students.

A network of committed partners were onboarded who had embraced digital learning and they formed the backbone of the scale up strategy. A number of systems and processes were integrated into the scale up plan ranging from onboarding of students, installation of digital content, troubleshooting and maintenance of software, data management, validating student assessments and networks with employers.

Quest designed a dedicated “Train the Trainer” module for trainers specifically managing a blended classroom called as the “Navigator” training. The name was a nod to the fact that trainers were now no longer the fount of knowledge but were facilitators and curators of the same.

The scale up, though faced with expected hiccups was a success and allowed us to take the blended learning approach to 3000 youth across 4 states in India. Students and trainers alike acknowledged the many benefits of the blended approach. This experience over a 12 month period gave the entire partnership the confidence that this could indeed be an exemplar of a new way of imparting skills training.



4 : Way Forward

As we move ahead, we need to stay relevant, to be able to cater to the needs of young people who are preparing to navigate life and work in the 21st Century. With the fast changing scenario, we had to re-examine and re-imagine the learning experience and delivery, to adapt it to newer technologies, make it fully responsive, and give young people immediate access to work and life skills on the go, through the tablet and mobile phone.

Mobile Research

In the year 2016, it was clear that the mobile revolution was well and truly on its way. Smart phones were becoming far more affordable as were data rates across India. Young people across socio-economic backgrounds were increasingly accessing entertainment, social media and news on their mobile phones. It was self-evident that the blended learning model had to now adapt to the mobile ecosystem.

Quest commissioned one of its core design partners Quicksand to conduct an in-depth user research that provided Quest with insights, opportunities and design principles for a mobile-first strategy. A team from Accenture's consulting practice worked with Quest to build out a long-term roll out and business model for mobile-first learning.

Based on these two pillars of knowledge, Quest has now built out a mobile-first learning platform on Android OS. All of the desktop learning material in English, Retail and Customer Interaction as well as Life and Work skills will be accessible by students anywhere, anytime on their mobile devices. This will allow for tens of thousands of youth to continue accessing learning material as alumni and stay connected to the Skills to Succeed ecosystem.

Mastercoach

Early on in the skilling journey, Quest identified the trainer as a critical part of a young person's life and career prospects. The digital life skills developed by Quest in 2008 was the first in a series of tools aimed at empowering the trainer community. In 2012, the "Navigator" training was created which started the process of helping trainers migrate from a traditional classroom set up to a more blended environment. However, the need was to also create a cadre of trainers who truly embraced 21st century learning techniques and became creators and curators of content, not just consumers.

Mastercoach was born out of this idea, to create 21st century educators. Leveraging Quest's experience in creating blended learning classrooms, a similar 5 month course was conceptualised which blended a physical workshop with a 4 month virtual learning experience through self-learning, on-the-job assignments and peer-driven interactions between trainers across regions and experiences.

Over the past 4 years Quest has trained over 400 trainers as Mastercoaches, seeding the idea of blended 21st century classrooms. By 2022, Quest aims to have reached over 5000 trainers with the Mastercoach blended learning initiative.

Learn Pi

Deploying desktop infrastructure in a networked environment has been a prerequisite to Quest's blended self-learning initiative. However, the effort required to install and maintain large sets of networked desktops, especially in rural areas with poor I.T support was a challenge.

An innovative solution was created by the Quest Experience Lab by customizing Raspberry Pi servers into low-cost, self-contained units that would easily host and deploy Quest's self-learning material.

Christened as the "Learn Pi", these low cost computing devices are combined with a monitor, keyboard, 3G modem and their own power back ups. This innovation has helped Quest bring down the original costs by 60%.



The effort going towards maintaining and troubleshooting infrastructure has also reduced as the Learn Pis are self-contained units and can be accessed by Quest staff remotely. All data from these devices sync with Quest’s cloud database, thereby providing ready access to analytics on student performance from across the Quest network.

► The Blended Learning Model

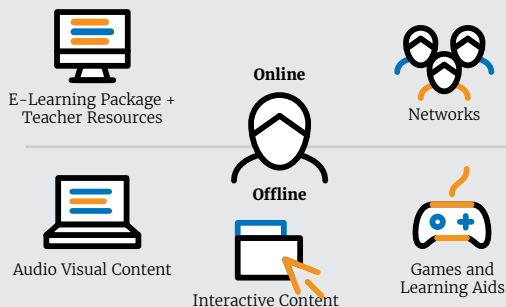
Blended learning combines traditional, face-to-face classroom learning with online, web-based content and delivery that asserts control over Time, Place, Path and Pace, of the learning journey.

While the human element keeps the personal touch alive, the use of interactive technology allows the learner to find his/her own path to successful learning, to interact with others and with the system, and to personally stay engaged with the learning process at every step.

The Skills to Succeed (S2S) project creates a technology-enabled blended learning environment that helps youth gain skills, confidence and knowledge to succeed in the workplace and beyond.

Quest's S2S project has the following key elements of blended learning:

- » It combines different tools and methods for a learner, resulting in an engaging and meaningful learning experience.
- » The trainer's role in a blended classroom changes from a 'lecturer' to a mentor, guide and facilitator of learning.
- » Students take greater charge of their own learning journeys.
- » Practical, active methods and tools, including classroom activities, computer-aided learning and peer interaction are used.



Advantages of Blended Learning

Blended learning simultaneously addresses ‘the institution’, ‘the teacher’, and ‘the learner’, and thus has the power to transform our education system.



The Institution

- | | |
|--|---|
| » Space is less of a constraint | » Less expensive |
| » Saves time | » Addresses varied learning styles |
| » Creates self-driven, responsible learners with a strong sense of ownership | » More accurate learner data to effectively measure academic progress |



The Teacher

- | | |
|---|--|
| » Saves time | » Fosters effective interaction |
| » Addresses varied learning styles | » More opportunities for collaboration |
| » Meaningful professional development | » Creates self-driven, responsible learners with a strong sense of ownership |
| » More accurate learner data to effectively measure academic progress | |
-



The Learner

- | | |
|--|--|
| » Self-paced learning | » Intuitively engages digital natives |
| » Reduces stress, increases satisfaction and information retention | » Creates self-driven, responsible learners with a strong sense of ownership |
| » Saves time | |
-

► **Impact**

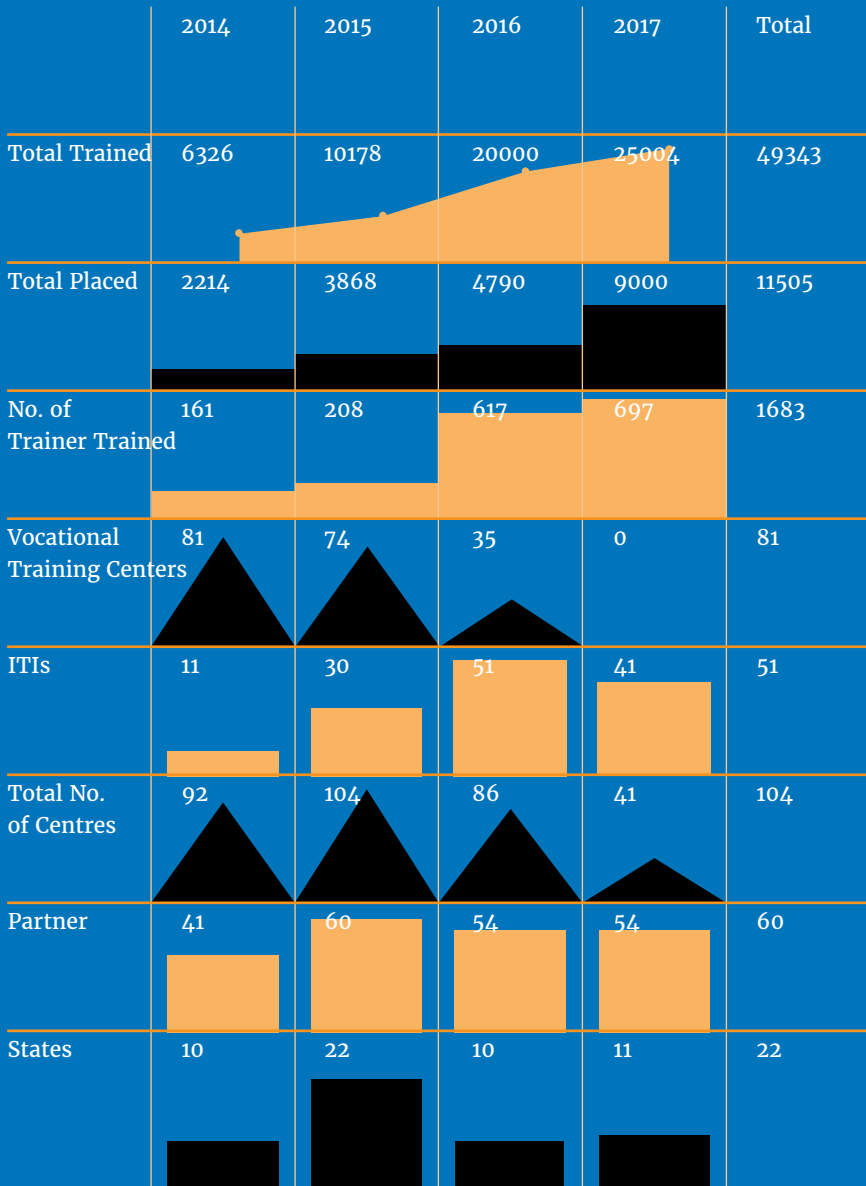
Overall Impact

Direct Impact
Focuses on skills and career development for youth, along with improving facilitation skills for trainers using a blended learning approach.

	2012-14	2014-16	2016-18	Total
Total Trained	3000	10000	17000	30000
Total Placed	1950	7100	12100	21150
No. of Trainer Trained	70	376	265	711
Vocational Centers	44	86	86	130
Partners	5	14	22	
States	4	8	10	

Extended Impact

Quest Alliance partners with organizations working in the area of development to enhance their capacity, enabling them to adopt a technology-led blended learning approach towards teaching and learning



Program Effectiveness

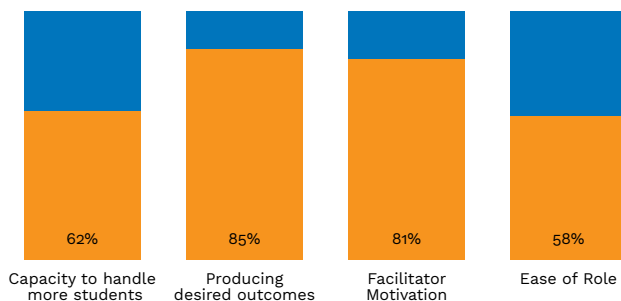
On Facilitators

The facilitators took up the cause because they liked the objective, and not because they initially saw the design to be inherently superior. As they ran the program with a couple of batches of students, facilitators developed strong views about how the program was different from anything that they had been exposed to before.

Facilitators could almost always see a direct link between the blended design and the impact the program was producing. To a large extent, they also felt that the nature of the program design made them more motivated – their subjective responses indicated how much they themselves enjoyed handling a program that effectively married technology and the human element.

► Impact on Facilitator Effectiveness

■ Maybe (Neutral)
■ Definitely (Positive)



“After being a part of the Quest Intervention, I started preparing for my classes, and gradually transformed into a facilitator. I became aware of my behaviour and made significant changes to the way I interacted with the students; I even changed my dress code. Today I do not get angry very often, and I can empathize with my students. I feel energized every time I conduct Quest classes. I enjoy conducting the ‘My Strengths and Abilities’ sessions the most. I am very happy with my life and career.”

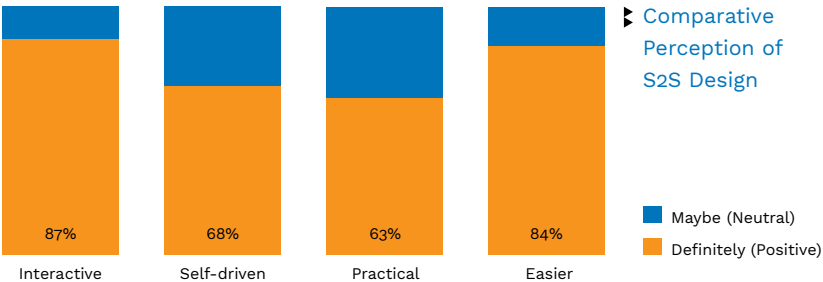
Nagmohan, Facilitator, Sir M Visvesvaraya ITI, Bangalore

On Learning

The approach was perceived to be more interactive. There was also reasonable consensus that the program was easier than attending a purely classroom-based session.

The impact on the learning process is clear. There is greater student engagement and enjoyment.

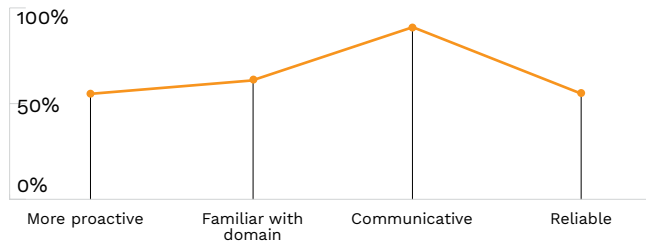
In effect, the blended learning approach enables learners to be more engaged and to enjoy the experience more, which are both essential to better absorption of the content being covered.



The Employer's Perspective

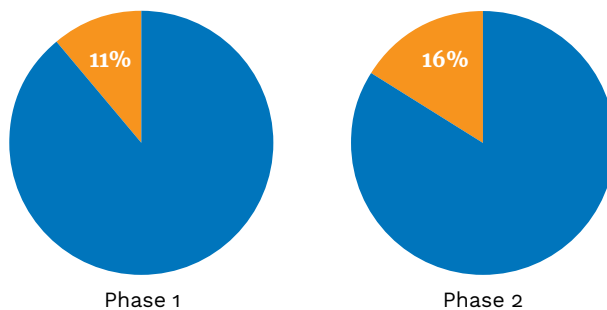
From an employer's point of view, the outcome was near unanimous. S2S had the greatest impact on communication skills, which affected overall behaviour and attitude to work, from being proactive and dedicated, to strong progression in career trajectories.

► Employer's Perception of Students



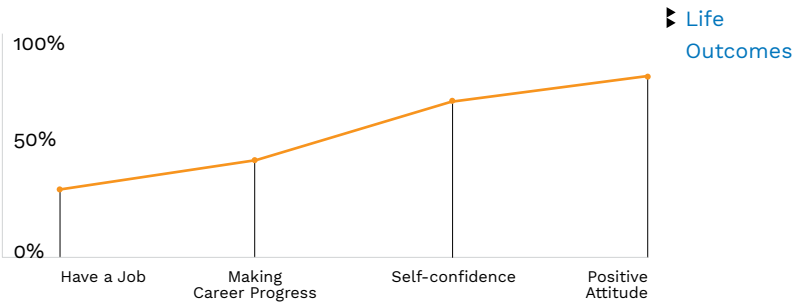
In fact, salary levels at which students have been placed has been shooting up. Like with high-end educational institutions – although on a much lower base – many students' starting salaries are higher than what their families earn after decades of work. From one in ten, the proportion of students earning more than their families has gone up to one in six.

► % where the students' income is more than the family income



On Life


Given its 80% placement record, one would expect ‘getting a job’ to be the most important outcome from a student’s point of view. Remarkably, while initially seeing the program as something that would give them exposure to computers or English, for those who had completed the program, the main outcomes perceived were in line with the long-term objectives of the program: greater self-confidence and a positive attitude.



“This program really changed my life. During the course I could find good mentors who helped me with my career. It empowered me to chase my dreams. I feel at home and I am able to maintain a good work-life balance.”

Sanala E.R, Student from Thrissur

► The Journey



From conversations exploring the idea of setting up a digital learning ecosystem for trainers and learners, to devising curriculum and embarking on a seminal pilot that has scaled to now saturate ten states, the journey that Quest and Accenture started in 2008 continues to grow and evolve. The mission and commitment remains steadfastly the same: to equip India's youth with the skills they need to chart successful career and life paths in the 21st Century.

The Journey

Milestones

2008

Quest and Accenture embark on discussions to set up a digital learning ecosystem for trainers learners

2009

More than a Job: Immersive ethnographic research by Quicksand

2010

Classroom curriculum on English and Retail created - platform for blended learning established

2011

Digital content development process begins with Quest anchoring the development in-house. Accenture Technology Architecture team works to customise Moodle to serve as the LMS that will host the content

Centers

► **2012–13**

Phase 1:

3000 youth are trained using blended learning curriculum

► **2014–16**

Phase 2:

10,000 youth are trained using blended learning over a 2 year period with 70% being placed in Retail Customer Interaction and associated jobs

► **2016–18**

Shift to mobile readiness: Quest learning app developed begins to make all digital learning material accessible on mobile for facilitators and youth

Phase 3:

13500 youth are trained using blended learning over a 2 year period with 70% being placed in Retail, Sales and Customer Interaction jobs



Tamil Nadu,
Karnataka,
Gujarat,
Andhra



+
Kerala,
Telangana,
Bihar



+
Manipur,
Arunachal Pradesh,
Nagaland

► Lessons Learnt

We believe that the S2S project offers useful lessons for all Program Managers who wish to design and execute educational and skills-training programs in India. We have distilled the following 9 lessons in this regard:

01 There is a general belief that learning programs can either impact a few individuals significantly, or impact a large number of people in a small way. S2S is a good example of how one can use the Blended Learning approach to combine significant Unit impact and Scale impact.

02 In a country like India, where cost of the program is a critical factor influencing feasibility, the S2S project is very cost effective. Reaching 14,000 students at a cost of INR 13.48 Crores, the per beneficiary cost comes to INR 9988. This would have been near-impossible via a traditional approach + how you can get started?

03 The Blended Learning approach does not necessarily enable more content to be packed into a program. It creates a better learning environment that enables learners to be more engaged and to enjoy the experience more, which is essential for better absorption of the content being covered.

04 One big misconception about tech-based learning is that adoption would be slow in a country like India, especially in remote locations. The truth is quite the opposite. One of the main attractions of the S2S project is its use of technology.

05 Another misconception is that technology access limits scale. While this is partly true when access is limited via physical computer centres, this will dramatically change when content is made mobile-friendly. India is leapfrogging into mobile technologies at an unprecedented pace. It is imperative that program designers take advantage of this new reality.

06 Technology can be used appropriately to train multiple types of skills. S2S itself has four different components, all of which have been designed to incorporate a blend of technology and the human touch. Hence, nature of skills imparted does not constrain the use of technology; it only requires fresh and innovative thinking.

07 One should not assume that the use of technology makes the human trainer's job redundant. On the contrary, the trainer becomes more effective and more empowered. In fact, the program manager should allocate adequate time to train the trainer, including online, ongoing programs to handle queries. Much of the learning for the trainer will happen after the initial training is provided.

08 A Blended Learning program should exploit the full power of customisation and measurement. Technology makes it easy to have frequent interaction and assessments. Modules and program flows can be personalized based on feedback. This significantly enhances student involvement and learning outcomes.

09 Lastly, 'Good Design' and 'Good Execution' is everything. Success comes from clarity of desired impact, getting the right mix of technology and human involvement, allocating the right time and resources for training the trainers, planning for scale and continuous improvement based on objective measurement.

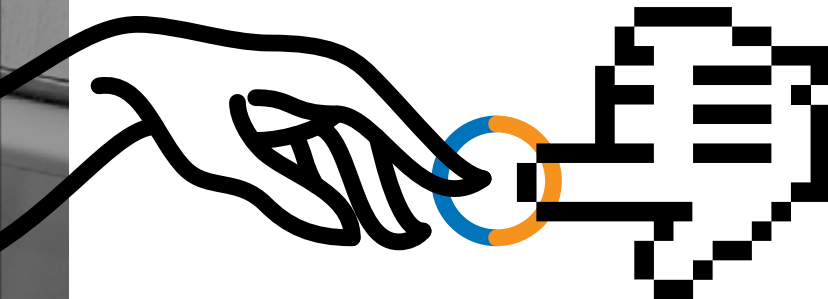
► The Quest - Accenture Partnership

With more individuals and agencies understanding the need to upskill India's youth, and taking concrete steps to contribute to bridging the education and skills divide, the individual, the NGO, corporate and governmental organizations are creating connections in multiple forms to take this critical mission forward.

The ways in which people partner are many: from funding a cause, to helping develop the processes that drive a program, to providing the manpower to design and execute program architecture and technology, to inputs on innovation. There are also engagements that focus on building existing programs for reach and taking them to a larger audience, or leveraging the access to and re-use of existing products and services. And then there are those partnerships that encompass it all, from sowing to harvest.

A Partnership of Co-Creation

From the outset, the Quest Alliance–Accenture partnership has been an association for the longer term, exploring every avenue of creation, sharing and support; both have sought deeper impact on the individual, and affecting change across communities, of which a natural fall-out has been year-on-year returns. As the engagement approaches its tenth year, there have been multiple points of collaboration, from crafting the CSR initiative together, to devising the digital publication strategy, to designing the Learning Management System architecture and deploying it, to sharing knowledge and enabling wider conversations across both networks, and even collaborating in an advisory capacity. By constantly finding newer ways to join forces, this partnership defines and underscores true co-creation.



The Blueprint of Co-Creation

Alignment and Agility

Successful co-creation demands complete alignment. Individually and at an organizational level, this means a shared investment in the long term, aligning to a mutually recognized target group and core outcome, while absorbing the results of the work, and adapting to trends and changes.

Fully committed to the identified audience, India's youth, and staying the course, the resulting confidence from a shared philosophy and aims have sustained the momentum of the program. In partnership, we have recognized that this required a higher degree of responsiveness and flexibility, which included adding on to the existing strategies, a move in the medium to mobile deployment, a shift in focus to the trainer and unbundling the curriculum to make it available to a larger audience.

Commitment and Trust

Both Quest and Accenture have been unwavering in their commitment to bettering the vocational training space for young people. This commitment, birthed in 2008, has remained constant. The priorities are singular; the focus of the investment continues to be to reach as many youth as possible with relevant, sustainable content, and the skills to succeed. Critical to nourishing this partnership has been the shared willingness to invest in cultivating strong relationships, so that the expanding scope of interaction has been inevitable, the foundation of which is trust. From this base, Quest and Accenture have sought to find new ways to strengthen the alliance, leading to a deeper understanding and growing mutual respect between the two.



Strengths and Opportunities

With a shared vision and goals, both partners have brought complementary strengths to the program. Quest invested upfront on needs assessment and in-depth analysis to evolve a robust, clear strategy. Accenture's technological prowess and interest in skills training helped leverage technology for deeper impact through accessibility for greater digital inclusion. Together, we have collaborated for systemic change, to build a larger pool of organizations that will work hand-in-hand across the ecosystem of training partners, employers, and content and technology developers, to deliver a fully scalable program.

It is important to acknowledge the power dynamic in the Quest-Accenture collaboration, a mature relationship that has witnessed appreciation of each other's competencies, investment, efforts and commitment, creating an environment that allows for the space to challenge, disagree constructively, and push to perform optimally.

The Ripple Effect

Leading by example, the Quest – Accenture partnership has paved the way for more strategic associations, building and expanding a growing network of people and companies that add more weight and dimension to the original vision, bringing on board their own experiences, skills and services. The Skills to Succeed program also works as a force multiplier, with established, influential and widely-networked organizations such as LinkedIn, Cisco and Bank of America, who contribute to the model that has set standards in harnessing funding, technology, learning systems, and blended learning for 21st Century skills.

Quest has worked to strengthen the ecosystem from the very beginning, by building trust and relationships with other players, encouraging them to be the conduit for Quest's philosophy, approach and content. In a classic living example of the Ripple Effect, Quest has engaged directly with its implementation partners in non-formal and smaller vocational institutions with a very hands-on approach, with training, funding and support. Quest's objective has been to deliver existing, successful frameworks that provide training and build capacity, so that these organizations can then develop their own skills programs.

In extended partnerships, such as private institutes and large to medium Industrial Training Institutes (ITIs) with more than ten centres, that established systems and processes, Quest has provided access to needs-based training, technologies, relevant tools, and the greater community of practitioners, aimed at model transfer through training, but no intervention in daily implementation.



The initial years of the Skills to Succeed program saw the more direct, hands-on approach in play; as the program grows and evolves, Quest and Accenture work towards the emergence of a hybrid model, where these two separate threads converge.

Quest's vision for the future is an exciting one because it is constantly revisited and reinvented. Our partnership with Accenture is a testament to a shared vision for the future, and the stimulus to establish other longer-term partnerships. We seek different ways to explore potential, engage specific strengths and leverage them, from people, products and services, to technology, knowledge, and expertise. We see collaboration and co-creation as the opportunity for collective strategy and decision-making, a way to make every partner a part of the larger story.



Quest Alliance is a non-profit trust working to bridge the education and skills divide by enabling self-learning for young people between 10-35 years.

Quest invests significantly in education technology solutions for youth and facilitators, giving them the on-demand learning that is imperative for a changing and dynamic world. We believe learning to learn and adaptability are critical for individuals and organizations to make meaning of their lives, and for the people they touch.

By 2023, we will empower 5 million learners and facilitators with 21st century skills for social & economic growth. We aim to strengthen learning ecosystems through education technology, innovation, and collaboration.

Engage with Us

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