



Speaker Info

India Education Forum

June 24, 2018

Venue: Indian Prairie Public Library

Darien, IL 60561

Time: 1:30 PM-4:30 PM

<https://idc-america.org> 630-303-9592

Inform, Inspire, Empower, Impact



Joher Akolawala , President, Chicago Chapter, Pratham USA,

He has been an active Pratham Chicago Chapter board member for the past 7 years and has worked very hard for the growth of the chapter. On his association with Pratham he says his journey has been very humbling, especially after witnessing the contributions the organization has made towards the betterment of millions of children and adults in India. He considers his education as his most valuable inheritance and as the Chicago Chapter President, looks forward to fervently pursuing that same sentiment to enhance education and economic development of the underprivileged as supported by

He is SVP & Global Chief Information Officer at Mondelēz International. He is responsible for leading the company's Information Technologies & Solutions and Business Process Excellence Organization. He was appointed to his role in October 2015 after successfully leading the company's Margin Improvement efforts while driving the Cost Excellence agenda. Before rejoining Mondelēz International in June 2014, He held a wide range of senior leadership roles in Finance and Strategy at Kraft Foods since 1991. He was instrumental in the spin-off of Kraft Foods from Mondelēz International in 2012. At Kraft Foods, he was CFO of the Grocery and Foodservice business units (2009-2014); he led the global finance and strategy teams in Corporate Planning and Supply Chain (2006-2009); and he drove business initiatives and projects across Kraft's international businesses based in London, Italy and Miami (2000-2005). He began his career as an engineer in India and holds an undergraduate degree in Mechanical Engineering and an MBA from the University of South Carolina. He is fluent in multiple languages and he and his entire family -wife Rina, daughter Riva and son Sahil – are strong supporters of continuing education, especially for underprivileged children.

Brief Summary

The Pratham Update presentation highlights one of the serious problems that India faces today which is 1 in 5 people in India including 100 million children cannot read or write. Why does this problem exist and what is Pratham, one of the largest non-government educational organization doing to solve this? Pratham approaches this problem through four of its important programs – Literacy and learning, within this, through the Read India flagship program Pratham is improving the quality of education provided to Indian children at the primary and middle school levels. Pratham creates a strong foundation for future learning and success; Second Chance Program where Pratham provides access to secondary education for female school dropouts over the age of 14 in underserved communities; Research and Advocacy, Pratham's Annual Status of Education Report (ASER) measures basic literacy and numeracy skills, revealing the unspoken problem that school enrollment does not automatically translate into learning. The ASER report has revealed that 50% of India's 5th graders cannot read a second-grade text; Vocational Training Program, Pratham provides skills training that has led to careers and economic self-sufficiency for thousands of underprivileged youth from rural India.

Pratham has innovated a low-cost model that involves grouping children according to their ability rather than their age—a radical departure from India's traditional classrooms. After an initial assessment, students are grouped by proficiency into learning camps, which allows every child to grasp the fundamentals before moving on to the next level. These low-cost models and an increasing number of youth and children participating in Pratham's programs over the years has shown how successful they have been. The many successful partnerships with the state governments reflects the efficacy of

Pratham's programs and methods of teaching.

With all the great work behind, Pratham looks towards the future where the team will continue to develop innovative programs through research and development and overcome all the gaps; consolidate and demonstrate proven programs in focus locations consisting of both rural and urban areas; scale up proven direct programs through state-wide 3-5-year government partnerships.

It is imperative for us to understand the importance of investing in education in India as we will help educate one of the largest consumer markets; help in employee recruitment and retention; invest in future talent pool of the world and in turn help India fulfill its potential.



Daniel F. Bassill, D.H.L., Founder and President

Tutor/Mentor Institute, LLC, Tutor/Mentor Connection

He occupies a prominent niche in the Chicago youth advocacy arena. His expertise is sought by organizations striving to do what he has done for over 36 years: lead comprehensive, volunteer-based, non-school tutoring and mentoring programs serving inner-city children and youth. His hands-on leadership in both the business and nonprofit realms makes him a premier “go-to guy” for counsel on the newest, most innovative facets of development, sustainability and efficacy for community-focused tutor/mentor programs. His career includes many years as a corporate department store retail advertising manager, Director of the Montgomery Ward-Cabrini Green Tutoring Program, Executive Director of the Cabrini-Green Tutoring Program, Inc, and President, CEO of Chicago’s acclaimed Cabrini Connections, Tutor/Mentor Connection program. As president of the consulting company Tutor/Mentor Institute (formerly a nonprofit entity and now established as an LLC) since 1999, he also stewards Tutor/Mentor Connection, its companion international online “idea resource.” A U.S. Army military intelligence veteran and graduate of Illinois Wesleyan University, He is the recipient of an IWU honorary Doctorate of Humane Letters. He is a former delegate to the President’s Summit for America’s Future, and served as the State of Illinois Commissioner on Volunteering and Community Service from 2002 to 2009. Among the many honors bestowed on him, are the PCH Good as Gold Award, the Giraffe Foundation Award, the Chicago Sun-Times Thomas Jefferson Award and the Target Group Inc. Prime Mover Award. Read his blog at tutormentor.blogspot.com Visit his web site at <http://www.tutormentorexchange.net>

Brief Summary

Using a series of visualizations He will describe the main goals of the Tutor/Mentor Connection & Tutor/Mentor Institute, LLC and point to resources that members of the IDCA India Education Forum can draw from in their own follow up learning. Instead of focusing on a single organization in one location, or the act of tutoring or mentoring a youth, He will point to strategies that intend to fill large geographic areas with a wide range of youth serving support that remain in place for many years, helping more youth move through school and into adult lives. He shares ideas and resources that can be used by leaders of volunteer-based programs to constantly improve their efforts and that business, political, faith and education leaders can adopt to help make constantly-improving, volunteer-based tutor/mentor programs available in more of the high poverty areas of the Chicago region and other big cities of the world.

Since 1993, he has piloted uses of GIS maps for social capacity building and analysis along with the uses of visualizations and concept maps for communicating complex ideas and community building strategies. See how these ideas are communicated via <http://tutormentor.blogspot.com>

While endorsing the traditional funding sources of government and philanthropic grants as necessary to the operation of nonprofit tutor/mentor organizations, He espouses a more sophisticated paradigm for this work. His long reputation advancing the causes of youth in underserved urban neighborhoods grew from his awareness that high quality programs of this nature require strong strategic involvement of corporate leaders. Committed, large-scale corporate talent and resources, both human and financial, beyond the usual one-on-one tutor/mentor volunteer model, is imperative to the future of youth mentoring. His quest is to spur widespread corporate sponsorship cooperation for tutor/mentor programs until it is a common business practice. He champions the wise integration of successful business strategies into grassroots endeavors.



Mr Avinash Dear, Secretary, India Development Coalition of America, Westmont, IL. He has been associated with IDCA for the last more than 5 years and serving as a secretary for the last 3 years.

He has been involved in over 30 years in solving complex problems by using Computer-Supported Creativity, starting with founding of The Idea Machine consulting services (<http://www.theideamachine.in/>). This involves the complete The Idea Machine (TIM) process at (<http://www.theideamachine.in/tim-process/>). Additional areas covered include Data Mining for Cause and Effect Analysis and Discrete Simulation for process improvements. Extended his interest in Policy Analysis he founded

<http://www.unintended.org/> to anticipate and minimize the impact of Law of Unintended Consequences.

Based on this experience in problem solving he has now developed a new Problem-Solving software - IdeaGens (<https://www.ideagens.com/>) to start with a spreadsheet/grid format to identify the Problem Causes from A to Z and then add Ideas. The software automatically generates a graphical mind map. Avi plans to focus on helping solve complex problem using the IdeaGens approach.

Abstract – Primary Education in India

To validate the usefulness of IdeaGens software, a group of concerned citizens started an exercise to

(a) Identifying causes related to Primary education in India and

(b) Generate Ideas for each of the causes.

Causes were entered in random manner and then sorted alphabetically. Sorting alphabetically has great benefit since it forces the use to carry out an exercise of looking for causes in each missing alphabet. Though it may appear to be simple or obvious, it is greatly helps in adding to the cause list. Without a comprehensive cause list, our understanding is limited and therefore any ideas or solutions will be sub-optimal.

Ideas are entered for each cause and the group creativity is truly tested in a non-threatening explicit manner, based on the principle that (a) no idea is a bad idea and (b) larger the number of ideas, better will be the final solution. Solutions are generated by selecting most promising ideas and, sometimes from combining multiple ideas into a single solution.

Results:

Generated 15 Causes from Autonomy (lack of) and Soft Skill Development to 30 Ideas from Anti-One size fit all to Public speaking.