

CONCEPT NOTE ON BRIDGING GAPS

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I. ENTITIES:

TIME LINE	ATTACHED TO	WHY	REMARKS
1 -12/ '24	AASHRA FOUNDATION, BHUBANESHWAR	They are registered as an NGO. 39 (>6) children (16 girls, 23 boys) 32 in the age group 6-12.	
6/'24 - 6/'25	JUVENILE SCHOOL IN THRISSUR	Some Bridging Gap members plan to initiate it here. Some measures already taken.	
4/'24 - 4/'25	SPECIAL SCHOOLS	Some local bodies interested in initiating here to create a future for such children	

II.

II. ORGANISATIONAL STRUCTURE:

The beneficiary organisation is Aashra Foundation. The supporting committees and panels with duties/ responsibilities are given below.

COMMITTEES	Voluntary responsibilities	Members	Remarks
Advisory	Advise on starting, sustaining, scaling up	12 now	A good mix of age, gender, experience, influence
Organisation	Registering, liaison with relevant authorities, liaison with committees, planning operations	6 (alumni, colleagues, friends, influencers)	1 leader, 2 Deputy Leaders, 3 members
Education 1. Life Skills 2. Technical	Life skills & Technical curriculum & course development, scheduling monitoring, assess & recommend for upgrading	12 (alumni, colleagues, friends, influencers, students)	2 streams: 1 leader, 2 Deputy Leaders, 3 members
Publicity, website	Website; publicity in conference & expos: product, individual & team achievements, event, brochures for fundraising, newsletter	6 (alumni, colleagues, friends, influencers)	1 leader, 2 Deputy Leaders, 3 members
Enterprise development	Mentor Pitching to realisation, conduct surveys, skill & entrepreneurship development	6 (alumni, colleagues, friends, influencers)	1 leader, 2 Deputy Leaders, 3 members
Design & Development	Artistic and technical designs, develop innovative models,	6 (alumni, colleagues, friends, influencers)	1 +2 +3
Finance	Budget, sales, purchase protocols & agenda, balance allocation & utilisation, p	6 (alumni, colleagues, friends, influencers)	1 +2 +3
Marketing, Logistics	Discover, connect & sustain relationship with all customer segments, reach out for CSR facilities, network for flow of	6 (alumni, colleagues, friends, influencers)	1 +2 +3
Legal matters	Check out if everything is within the law	2 legal experts	

III. The 3 pillars of Bridging Gaps:

1. Education: Topics in 2 streams can be identified once the curriculum is developed and a one hour session for Life Skills and 1 hour for the Technical skills can be delivered online by the volunteers. Language medium is English with a smattering of Hindi & Oriya with translation help by the foundation (NGO) persons. Activities can be designed for every session to make them lively and also to reduce the need for language. If some students do well, upgraded knowledge or classes can be paid for , to prepare them to set up small start-ups.
2. Enterprise Development: In one year all the experimental products and publicity, empowerment of the children with continuous monitoring and mentoring and cultivated customer base, it is expected that some kiosk based enterprises related to jewellery, keychain, gift boxes & gifts, ornamental showcase pieces and toys etc. will be conceived , nurtured and mentored to create sustainable livelihood.
3. Livelihood creation through Productive use of technology: The E-waste has several healthy components and sub circuits. Assembling them, some useful custom products can be created. With a good market potential, as can be convened by our alumni in different parts of the world some talents can be discovered and together with our volunteers set up innovative start-up units with a wider reach and higher earnings. (Not extract gold, copper etc.)

Already some alumni have promised to try to avail CSR from big IT companies.

In conclusion there are three elements - a problem (E-waste disposal), an opportunity (up-skilling underprivileged children) and a resource (people with relevant talents, skills, knowledge etc. to implement the up-skilling). The strategy is to bridge the problem and this opportunity using those Human Resources. E-waste disposal as well as marginalised children are both volcanos building up to erupt. However, both these volcanoes can be prevented from erupting by tapping the talents and empathy of several individuals and groups that are there for the asking.

Introduction: This note addresses a group of people with wide range of talents, skills, knowledge , access, etc. to attract all those qualities as contribution and commitment towards another group that would not be what they could have been by virtue of being born in slums, or bred in juvenile/ special schools or in the streets. The responsibility we can take up is to set up a livelihood based future for the children using the very same equipment and devices we abandon as E-waste. So ideally the '**Bridging Gaps**' is a solution to 3 sets of desires of people all over the world:

1. Address the mountains of E-waste growing everywhere
2. Contribute in any way to the future of children marginalised even from education
3. Extract value from both the E-waste & the children growing, with no assured future

Problem statement:

The growing menace of E-waste, with its considerable impact on pollution and climate change, is a problem transferred from one backyard to another, waiting to explode. Marginalised children with easy access to all vices but not education is another volcano soon to erupt. The talents and empathy of many individuals and groups are there for the asking, neither sought nor demanded. The objective of '**Bridging Gaps**' is to link those with skills to the children without assured future.

Objective:

1. To support the children with life skills and technical skills tailored to specific needs.
2. To help in the design and development of trinkets, jewellery and gifts
3. To venture into making custom products with the functioning electronic components.

A pilot scheme for collaboration with the Ashram Foundation has been established in the slum between 2 drainage ditches in Rajarani Basthi, Bhubaneswar.

Methodology:

1. Set up an organisation to collaborate with the Aashra foundation and bring together an advisory panel of distinguished people from different walks of life, concerned retirees from different organisations, colleagues from different engineering colleges, Alumni of VAST, student volunteers from engineering colleges, etc. and form a structured procedural paradigm.
2. Start online, and in person, lessons in both life skills and technical skills tailored to suit the unlettered children and the school drop-outs.
3. Collect some E waste and assign a local storage space.
4. Set up a small workshop with some workbenches, safety mats, cutters, a drill, multi-purpose tool kit, soldering iron, desoldering suckers, and one laptop with power plugs and lighting arrangements and fire fighting provisions.
5. Start practical lessons and identify the first batch of children to work on an assigned task of key chain making.
6. Create an internal market in the areas of influence of every individual involved.
7. Scale up; broaden the scope based on the creativity observed.

Conclusion:

Start small, think big, scale up.



