

## Annual Report 2008-2009



# Certificate

Standard **ISO 9001:2008**

Certificate Registr. No. **01 100 058990**

TÜV Rheinland Cert GmbH certifies:

Certificate Holder: **CAP Foundation**  
**Work Force Development Initiative**

Flat # 101 & 102, Gowri Shankar Residency,  
Plot No. 53 & 54, Kamalapuri Colony, Phase-III,  
Sri Nagar Colony Main Road,  
Hyderabad - 500 073, A.P., India

Scope: **Developing Employability Skills Through Training**

An audit was performed, Report No. 058990. Proof has been  
furnished that the requirements according to ISO 9001:2008  
are fulfilled.

The due date for all future audits is 03-02(dd-mm).

Validity: The certificate is valid from **2009-04-14 to 2012-04-13**



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## ABOUT US

CAP FOUNDATION' is a registered non government organization focussing on end-to-end solutions to link learning and market-oriented livelihood for disadvantaged young people and women. In 1997 CAP Foundation was founded in the city of Hyderabad, India as a citizen based initiative and began working with the Andhra Pradesh Police Department to remove children-at-risk from hazardous or abuse labour conditions and rehabilitate them into mainstream education through the innovative 'bridge school' concept. The name 'CAP' stands for 'Community and Progress'. CAP was registered as an independent charity with its Income Tax exemption status in 2003.

Since its establishment 10 years ago, CAP Foundation has grown from strength to strength, and now works with a diverse range of youth communities not only in Andhra Pradesh, but also across 11 other Indian states as well as in Sri Lanka.

Having begun work in the field of 'child labour', today CAP Foundation works not only with children but also with adolescents, young adults and the families and communities in which they live.

Over the years, CAP Foundation has built a highly effective model of 'Public Private Partnership', between national and international corporates, NGOs, governments and citizen groups. CAP Foundation works to integrate and mobilize the resources, competencies and opportunities provided by each of these partners for

the benefit of the different youth communities in which it works. Today CAP Foundation is able to draw on a valuable pool of partner support ranging from professional technical advice and financial resources across Citizen, alumni and donor network.

CAP Foundation's Employability Training Program under its Workforce development Initiative works with a wide range of difficult-to-reach groups of people including high school drop-outs, unemployed, migrants, displaced persons, dalits, minorities and disabled through community based programs.

In 2005, it was registered as a not-for-profit "SCOPE" in the USA and in 2007. Initiated as a successful rapid learning program for children working in hazardous conditions and school drop outs, CAP has now moved to provide comprehensive academic, vocational and occupational/ employability training interventions including life skills, career exploration, Spoken English and computer skills for in-school, out-of school and post-high school students and young adults between 13-25 years of age.

It has a staff of nearly 450 members including senior management team consisting of urban planners, Social workers, Management graduates, Gender specialists, Educationists, Media & Communication specialists, centre facilitators and community development field workers.



Currently, CAP's programs and activities are spread across Assam, Andhra Pradesh, Tamil Nadu, Kerala, Maharashtra, Gujarat, National Capital Region of Delhi, Jharkhand, Orissa, Chattisgarh, Haryana, Punjab, Rajasthan and Uttar Pradesh. Its international projects are in Egypt and Sudan.

Key partners of CAP can be categorized into the following categories:

- Corporate Social Responsibility design and interventions

- Bilateral and International Agencies
- A large range of multinational corporate & business houses
- Government and not for profit organisations
- Local NGO/ CBO

CAP offers its services to both direct program implementation and capacity building of its local partners for program implementation.





## FROM THE CHAIRPERSON'S DESK....

### Looking Back...

2008-2009 was a great year for all of us at CAP Foundation. It saw many innovative new beginnings even as we consolidated existing programs. The ISO 9001:2008 certification, the new community learning center at Patancheru, new partners, new projects and newer learnings from the students. A year that marked our definite steps towards building stronger institutional framework for our efforts to link learning and livelihoods.

It is becoming more evident that we need to remain focused at innovating newer and better ways of linking learning and livelihoods for those young people left behind. Our attempt at bringing together an integrated continuum of services to offer academic, vocational and Occupational pathways are beginning to show results. The effort has been exciting and promising... but the challenges are big and require sustained attention and response.

Giving a major boost to the team's tireless efforts in the last one year, the ISO 9001:2008 certification got us to rededicate ourselves to providing quality service through the Workforce development Initiative.

As we sign off for this year, we are moving into a program with the Ministry of Rural development, Government of India to address employability and job placement issues of some of the most deserving youth in rural areas living below the poverty line.

We believe we are ready to take new challenges as we enter the New Year, stronger and more convinced with our experiences and learning from the year gone by. We have tried to present these from the viewpoint of the students, their families as well as those who visited us during the year.

In all, a year in which we grew in terms of program innovation, scale and quality and an attempt has been made to present them briefly in this report. All this would have been impossible but for the continuous and deep engagement of our partners at every step of our way. We are moving ahead with the strength of this trust reposed in us, the recognizing the responsibility placed on us and with the confidence that we will continue to work for what we truly believe in linking learning and livelihoods for the most deprived young people.

We are deeply grateful to all our donors and partners for the enriching experience and the continued opportunity to contribute our efforts to building an inclusive, positive and productive young India.

Dr. Nalini Gangadharan



## MILESTONES

This year added another generous gift from a very gracious donor the completion of a very spacious and well designed Community Learning Center at Patancheru in Medak District of Andhra Pradesh from Carmen and Murli Yadati Foundation. Equipped with computer and language labs, a well stocked library, spacious classrooms and course labs for each program of study, the center will cater to about 500 students every year across the programs.

It will house the continuum of services for the 3 pathways academic, vocational and occupational in essentially 3 disciplines - Hospitality, Commerce and Information Technology Enabled Services. Besides the program for Accelerated learning support for High school completion the following are the programs to be offered at this center:

1. 6 month Placement linked Certificate programs in hospitality assistant; computer operations; customer relations and sales.
2. 2 year intermediate courses in hospitality; computer applications; accountancy and taxation;
3. 3 year degree courses in computer science; computer applications; hotel management and catering technology





## A MEMORABLE VISIT



One of the most memorable moments in this year for all the CAP team of students, staff and volunteers also had the honour of a very interactive visit by Dr. A.P.J. Abdul Kalam, the former President of India along with Mr. Cornelius Keur, and the Consul-General of the United States Consulate at Hyderabad.

In his own inimitable style, Dr. Abdul Kalam spent over 3 hours interacting with the students. After a very inspiring speech that had the students all charged up, he engaged in an open and frank question-answer session with the 250 students present on the occasion from all CAP centers across the country from nuclear proliferation to terror attacks to child rights to climate change and his personal success formula - what made him rise up from his situation as a child to what he has achieved in his life!

A day that each one of them will remember vividly all their lives.





*Best wishes*

*to*



*Gretings*

*2/8/08 A. P. J. A. K.*

Hyderabad  
August 2, 2008

His Excellency  
**Hon'ble Dr. APJ Abdul Kalam**  
Former President of India



## CASE STUDY



Nagarjuna Reddy is the son of a small farmer from Nalgonda District of Andhra Pradesh with an annual income of Rs. 20, 000/- to support a family of 5. After completing his school (10th grade) Nagarjuna Reddy could not pursue higher studies and instead came to Hyderabad in the year 2006 in search of job to support his family. Similar is the case of Naresh Babu from Karnataka who is the only son of parents who are chronically ill to work. Nagarjuna and Naresh Babu met CAP counselors while they were in search of jobs and were motivated to join and successfully complete their intermediate education at the Vocational Junior College in Shapoornagar. While their education was sponsored by Plan International and Michael and Susan Dell Foundation, they were helped to find part-time jobs to earn for their basic needs while studying. Naresh is the head of a household where he only has a grandmother to call his family.

All three of them are now enrolled into the Degree Program at the CAP Institute of Hotel Management and Catering Technology at Patancheru. Their education and training is now sponsored by CAP UK Trust.



## TEEN CHANNEL - SHAPING YOUNG LIVES

Teen Channel was the result of consultations held with adolescents and their family members who helped in identifying major concerns affecting the learning needs of adolescents and youth at risk. Lack of easy access to higher education facilities (especially for girls), inability of the existing learning module in upper primary and high schools to provide any connectivity to their future career & livelihoods, and life skills to prepare them for future, as contributing to low high school completion rates, high drop outs, child labour, unemployment and under employment. While the government has been making concerted efforts to provide quality education to all children, these efforts are concentrated at the primary or at most elementary level. The experience shows that many marginalized families cannot do without the wages brought by these children. Thus, these children required an integrated and flexible learning program. To address this learning needs of the adolescents, CAP designed an integrated learning program for adolescents called Teen Channel program. Working on the accelerated learning /bridge school

model, the Teen Channel program through Community Learning Centres provides out of school adolescents as well as potential drop-outs between the ages 14- 18 years integrated learning opportunities comprising academic support for high school completion, life skills, career exploration, work place readiness, basic computer skills and part time work . The model addresses issues affecting their quality of life and future in an enabling environment that addresses their learning needs academic, vocational, occupational. The emphasis of the programme is on learning at one's own pace that enables them to attend the program as well as engage in non-exploitative family supporting apprenticeship/part time jobs thereby promoting "earn while you learn" concept.

The outcomes have been very encouraging. Over 6000 out of school adolescents have accessed the program with 76% completing High School State Board examination.





The in- school program of CAP focuses on school community partnership in education to facilitate children studying in government schools to acquire grade level competencies. This is done through stakeholders' participation in school-community vision development and capacity building of School Development Committees, Teachers' capacity building and development and provision of teaching learning material. CAP is currently working with 32 government schools covering around 9077 children (4014 boys and 5063 girls). Each school with stake- holders' participation prepares a school-community vision statement, charter, activity calendar and blueprint for the next three years. The schools have formed school development committees led by the head teacher and with select teachers, children, parents and community members as its members for review and monitoring the implementation of the school vision plan. The School Development Committees participate in selection of Sponsored children, school improvement program and planning of programs, identify and mobilize out of school children, develop school improvement plans to work with government, train teachers and parent volunteers and

also monitor and review the school development vision plans.

In its Child Centered Community Development program supported primarily by Plan International India, CAP is working on the continuum of interventions ranging from Early child care & development, access and quality education, Livelihood (both vocational/employability training and promoting women self help groups), HIV/AIDS, children's rights and their protection. its program interventions in the field through awareness & capacity building of stakeholders, implementation of replicable models in learning & livelihood domains, holding and participating in exhibitions, sharing & networking sessions and Consultation meets. Based on its core competency on linking learning and livelihood, With its model on using school as community base, CAP PU also focused on strengthening the processes that would contribute to its strengthening such as implementation and monitoring of school- community vision plans; development of School Development Committees and Child councils.

// CAP students are excellent employees; their service and communication skill are outstanding! Currently the Centre Point Café is entirely handled by CAP students.

These students are sincere, punctual and responsible compared to our other recruits. We have noticed that they learn new tasks and instructions very quickly. We welcome more employees from CAP."

## Excerpts from a study done on CAP Teen Channel by Comic Relief

### Young people's reflection on changes in their lives

Teenagers and young adults from the Child and Police project, Hyderabad, identified and prioritized the changes that had taken place in their lives. Some were current participants in the programme, another group had just graduated and the third group had graduated three years earlier.

Participants in programme:

1. Recent graduates

2. Third year graduates

Outcomes:

#### Personality Development

- |                             |                                    |                                 |
|-----------------------------|------------------------------------|---------------------------------|
| * Communication skills      | * Self-identity/ positive thinking | * Supporting family financially |
| * Goal-setting              | * Making decisions                 | * Recognition in society        |
| * Money/ time management    | * Studying skills                  | * Knowledge and confidence      |
| * Problem solving           | * Responsibility                   | * Positive behavior             |
| * Helping family and others | * Professional expertise           | * Decision-making               |
| * Improved finances         |                                    |                                 |

The changes articulated by the first group focused on personal skills. The young people felt that acquiring these skills had enabled them to manage their own lives better, even while their external circumstances were the same. The second group expressed an increased sense of identity and self-worth that helped them manage their lives better and even influence decisions in their families, such as priorities for spending money, as well some financial changes. The more senior group highlighted the tangible changes in their financial situations and in their knowledge and professional skills. They expressed an increased sense of their value and contribution to society, as well as their own families. They still strongly valued, however, the skills such as communication and confidence.







#### Systematic quality education and work links

The Community and Police (CAP) project in Hyderabad, supported by PLAN, takes a very systematic and constantly analytical approach to helping younger children to move out of work and older children to balance work and education until they have achieved external education qualifications and long-term work. Working closely with the police, employers and community, the project helped children under 12 enter bridge schools where rapid learning methods in life-skills and formal education enabled them to join mainstream school at their level. CAP targeted those in greatest need through baseline studies, annual surveys and quarterly reviews, using children, parents and teachers to identify at risk children. They negotiated with government for schools to waive exam fees and to allow children entry during the school year, also pioneering interactive teaching tools in schools, later adopted by the state government.

Guided by community and children's analysis and feedback, they set up TEEN channel for children 12 to 16, enabling them to continue working while studying for external school exams in morning and/or evenings. They supported children to form individual youth development plans, outlining education and work targets and then opened up options for young people to take three-month or two-year technical courses, while continuing their formal education. They carry out regular market studies to define areas of training, and have strong links with local businesses, guaranteeing work experience and post-course placements. They have employed staff from business backgrounds and also use other experienced local business people to mentor the young people and teach them relevant skills. They continue to follow up young people in their long-term jobs and have set up an alumni association for graduates, who now want to set up other TEEN channel centres. The graduates have a strong sense of their achievements:

#### Lasting change in context

The CAP project Hyderabad (funded by PLAN) has evolved and changed constantly to meet the needs of disadvantaged children in a relevant way. Its original baseline research gave staff a body of knowledge on which to plan programme activities. Since there was a lot of flow in the migrant population, however, CAP also carried out surveys almost annually, as well as using data from the state education department to assess children most at risk. Building on its child to child, parent to child and teacher to child approach to identify out of school children in their area, CAP also brought its volunteers together every three months to feed back information on their respective areas and make collective decisions about their future focus. This rigour, combined with their strong networking with business and government stakeholders, systematic market surveys and regular meetings with children and community, enabled them to identify challenges, define activities with each target group and agree appropriate methods and tools.

CAP's attention to context has led to lasting change for young people and meant that many elements of their work are being replicated at state level and beyond.



### Teen Channel Program

With support from Michael and Susan Dell Foundation, we made a modest beginning with a pilot to demonstrate the academic-vocational-occupational continuum across 7 sites in Andhra Pradesh and Tamil Nadu.

During 2008-9, 4 centers in Greater Hyderabad and 2 centers at Chennai are functional with support from Michael and Susan Dell Foundation and Plan International India, offering the continuum of services academic, vocational and occupational pathways.

- \* 692 enrolled for the academic support program for state board high school completion with 72% of them passing the state board examinations;
- \* 448 enrolled into the various vocational courses; of them 308 students appeared for the 2 year intermediate vocational junior college Board examinations by the Board of Intermediate Education, Government of Andhra Pradesh. 87% of students in the second year and 79% of students in the first year passed the examinations with 86% of all passed candidates securing first division. Another 140 young people enrolled into the six months and one year courses under the state institute of vocational education.
- \* 1668 young people enrolled for the employability Skills training with 82% receiving job placements at the end of the training program.





### Case Studies

Ms. P. Madhavi, a CAP Teen Channel Alumni & currently working as Cluster Manager in CAP-Plan project received CII Women Exemplar Award 2008 for her work in education. Award for Education. She was felicitated and awarded a medallion, a citation and a cash

Prize 2 of Rs. 1 lakh at the CII Annual conference on March 26, 2009 at Delhi by Mr. Omar Abdullah Chief Minister of Jammu and Kashmir.

- \* Renu Bala has just completed her CRS course. "I was scared of talking. Now I believe in myself!" She is now looking for a job.
- \* Hilpal Singh is an Account Operator at ICICI Bank: "I now fill in computer forms myself after undergoing CAP's computer training. Earlier, I used to ask my associates and superiors to do the same. " His parents are solely dependent on him and his income helps his family.
- \* Pradeep Singh said, "I couldn't believe the teachers are so friendly at CAP. I have never experienced friendship with teachers before, and that has helped me grow in confidence."
- \* Rajinder Kaur is 23 and his parents are dry cleaners. "First and foremost, I want to help my family." He has just completed the CRS course at CAP.
- \* Manpreet Kaur's parents are petty shopkeepers. "What I wanted most was confidence. I wanted to feel as if, yes, I've done something. CAP has given me all I wanted and more."
- \* Surinder Pal Singh works in a call centre. "I couldn't have joined if I didn't know how to speak English all thanks to CAP!"
- \* Naresh Kumar, 19, wants to join the army. CAP taught him to be punctual, dress well, have good manners and behave decently around women.



The Impact of the Ek Mouka program has been phenomenal. In today's world if you teach a person to use a computer it throws open new set of opportunities and this holds true for anybody in any part of the world who thinks he does not have a bright future. Especially for women once they master computer skills they also end up mastering a part of their life. The program has brought improvement in confidence. IT skills have given a sense of self confidence to the Ek Mouka trainees."

Ms. Nancy Anderson  
Corp VP, Deputy Gen.Counsel, Microsoft Inc



"I find the students very motivated and energetic; I appreciate Cap foundation and its facilitators for the commendable job", this USAID initiative is definitely changing the lives of the youth.

George Dieken, Mission Director, USAID India

Donation of computers was announced and the PC's were handed over to CAP Foundation by Mr. David Finn, Associate General Council-Microsoft - Redmond, USA.





Sanket Saxena, HR Manager, Reliance Fresh speaks out on the advantages of hiring students trained by CAP

Sanket Saxena hired 9 students from CAP's Mohali training centre for the first time in June, 2009 based on the recommendation of Sanjay Sahni, Reliance Fresh, Delhi.

After interviewing the students, Saxena was impressed by their poise, their English and their customer care knowledge.

"It's a great benefit for me that these candidates have already undergone training regarding customer service," he said.

Saxena looks for a presentable face, a ready smile and integrity in his employees, and CAP students didn't disappoint on any front.

Since a low attrition rate is also desirable, Saxena was doubly satisfied by his new employees. "I notice that CAP students are usually those who need a job and

thus they are better, more hardworking employees."

Etiquette is the basic difference between CAP students and his other recruits. "We don't have the time and resources to provide in-depth CRS training. Thus, on the tenth day of floor training, CAP students gain a lot and stand apart from others."







## CAP MADRASA EDUCATION PROGRAMME

In the first two years of the expansion phase, CAP played the role of interlocutor by facilitating a series of consultative meetings/sessions and networking workshops at the State and District level between SSA-AP and Madrasas in implementing the integrated quality education and skill training program. In the first two years, the program has demonstrated success through scaling up of the pilot project, with a large number of madrasas coming forward to introduce formal education and take support from SSA-AP. Playing the role of an interlocutor, CAP has been instrumental in bringing the SSA-AP and the madrasas to a common platform through district level meetings, regional level sharing workshops to build trust, discuss the issues being faced and further strengthening the partnerships between them. CAP this year extended its role of the interlocutor to penetrate to the district and block level. This strategy was planned so that the existing and emerging issues could be resolved jointly and a sustainable long term relationship could be built between SSA-AP and the Madrasas in realization of the Government's goal of universalization of elementary

education.

As planned, this year, the program initiated the process of penetrating to the district and block level through bi monthly meetings with the madrasa representatives and SSA-AP district functionaries and also sensitization workshops with the block/mandal education officers (MEOs). Since MEOs play a critical role at the field level through monitoring visits and providing onsite and offsite support to teachers, it is important to have their buy in into the program so that they would also support the madrasas. To begin with, they had to be sensitized to the religious and cultural needs of the madrasa constituency while visiting the madrasas. 259 MEOs (231 males and 28 females) were sensitized through the sensitization workshops which has led to the MEOs understanding the madrasa needs and agreeing to respect their requirements thereby breaking their initial resistance. There is further need to have their engagement through workshops so as to have them support the madrasas and include them as part of their program. The Program Steering Committee met twice



during the year in November 2008 and August 2009 under the chairmanship of the SPD, SSA-AP Mohd Ali Rafath at the Conference Hall of the SSA-AP Office to review program progress made any emerging issues to be resolved and agree upon the future course of action.

As a result of a number of Government Orders issued and being implemented by the Office of the State Project Director (SPD)- SSA/AP with respect to the extension of some of its schemes to the madrasas, since beginning of the program, currently a total of 937 madrasas have signed the MoU with SSA-AP and are receiving the support. These madrasas cumulatively have approximately 85,250 children (46167 boys and 39083 girls). SSA-AP is providing honorarium to a total of 2727 vidya volunteers of 937 madrasas. 26,908 children from 351 madrasas are receiving mid day meal. Teaching Learning Material grant has been released in most districts. Besides, SSA-AP is also providing fee support to 2294 students who through the madrasas will be appearing for X std. Open School exams. Free Urdu medium text books have been provided to 39424 madrasa children by SSA-AP through the Department of School Education. In addition, as part of providing teaching learning support to madrasa children, workbooks on Easy English Activity Book, Hamara Mahaul-1 and Akshara Draksha in Telugu developed for the madrasa children by the resource group have been

reprinted and distributed to 84,754 children. The capacities of the 63 Resource Group and master trainers (56 men and 6 women) have been further enhanced through training.

In the first two years, CAP had arranged to train the madrasa teachers in activity based teaching and utilizing the USIAD support had trained 1442 madrasa teachers. The teachers were also provided training module adapted by the madrasa resource group from the Telugu (developed by SSA-AP) to Urdu. This year, as part of mainstreaming process of teachers training, SSA-AP trained 721 madrasa teachers utilizing its own resources.

Through 8 employability training centres across 8 districts, the program has demonstrated developing employability skills among 2454 youth (1217 males and 1237 females) from the Muslim minority community in the reporting year. Cumulatively, 4486 youth have accessed the program till date. Of these, around 74% have accepted placements. The monthly salary ranges from Rs. 3,500/- to Rs. 6,000/- per month. In addition, 156 out of school adolescent girls were provided support through two Teen Channel centres in madrasas to appear in the tenth standard Board exams conducted by the AP state Board. Of these 110 students (71%) passed their exams and completed their high school.





## EK MOUKA – 'ONE OPPORTUNITY' – WORKFORCE DEVELOPMENT INITIATIVE

The program is aimed at young adults ranging from school dropouts to unemployed secondary school graduates, street youth, retrenched workers and migrant community members.

CAP Foundation provides employability skills training, workforce preparation, work placement and micro-enterprise development.

The ultimate goal is poverty reduction and vulnerability by providing an opportunity and equip young adults especially women from economically weak and disadvantaged sections with the required employability skills to enter the competitive job market.

The primary goal of Ek Mouka is to provide access to market oriented livelihood opportunities to the disadvantaged youth and women through locally sustainable livelihood hubs. This is done by bridging the gap between the supply of the potential youth who are school dropouts and are in the informal sector and the demand from the emerging business in the new economy of the country. Some of the most popular employability skill training courses are ITES (Information Technology Enabled Service) CRS (Customer Relationship and

Sales), hospitality, Home based care, Automobile & technical goods repair and services.

CAP Foundation was supported by USAID/India for the Project "Workforce Development Initiative: Preparing youth for 21st century jobs". The programme was implemented in two phases – core period (2006-08) and expansion period (Oct 08-09).

The major emphasis during the expansion phase was to be on spread of the footprint of the Ek Mouka model across the country to make a visible impact. Keeping in line with this primary objective, 46936 youth were trained across 12 states in the country from Oct 08- Sep 09, out of which 35671 youth have been placed. Cumulatively the programme has reached out to 62808 youth against the target of 68450 youth. The shortfall of 5642 will be carried forward to the next year. The programme has also been successful in leveraging resources from Government, businesses and corporate.

CAP also attempted to reach out to the youth in open schools, government colleges, ITIs and other technical institutions, though these attempts haven't yielded the expected results. The details of these efforts will be discussed further in the report.

Following are the activities taken up during this period.

**Strategy1: Expansion of the Workforce Development Initiative:** Expansion of the programme: This project reached out to 62808 youth against a target of 68450 with a placement ratio of 76% during Oct 08 – Sep 09. The balance of 5642 will be carried forward to the year 09-10.

The programme has expanded from 3 states (NCR, Maharashtra & Jharkand) to 12 states (Assam, Orissa, Chattisgarh, Uttar Pradesh, Rajasthan, Punjab and Haryana, Andhra Pradesh, Tamilnadu and Gujarat).

105 Employability Training centres were set up during this period to reach out to various target groups.

## CASE STUDIES



Neha, 19 years old lives at, Kakrola. She has done 12<sup>th</sup> from CBSE Board. She belongs to middle class family. She has four members in her family. Her father's is late Peter Mathew and is a private employee; her mother is Smt. Sharda Mathew working in MCD. She has one younger brother and who he is a student of class 8th.

After doing 12<sup>th</sup>, she wanted to stand on her feet and also wanted to do job oriented course. The facilitator during the door to door mobilization campaign came in contact of her mother. She got impressed after knowing the prospects of the training. She invited us into the house where we met Neha. We provided her full details of Ek Mouka program and its courses. At that time she was a bit amazed to hear the program and course details. She was interested in interacting with people so she selected CRS course. Earlier she was very shy girl and preferred to keep-quiete in classes. But after the induction and class room training she took good interest in activities and course. After completion of course she faced an interview for ON the Job Training at Shoppers Stop. She through her performance managed to get selected as permanent employee. Now, she is working there and getting a handsome salary of Rs. 4200/- p.m+ with all the company benefits. In the recent alumni interaction, she proudly announced that she was being considered for promotion as Team Leader.

Jaishreeben Manubhai Solanki is 21 years old and has completed BA with great financial difficulty. In her attempt to support the family financially, she appeared many interviews but was not selected.

She then heard about the Umeed – Ek Mouka programme in Surat through the pamphlets being distributed in her community. She joined the CRS course and gained the skills. She feels the programme particularly helped her gain confidence on herself. After completion of the course she got a job in Reliance Fresh as Sales Representative. She worked there for 8months and then lost job due to recession. She contacted the CAP training centre and was referred to another interview in “MORE”. She got selected and is currently working there.

She has a family of five family members - herself, parents, brother and brother's wife. Her brother is working at a shop and his salary is 2000/- per month. Jai Shree earns 5500/- per month. And she now feels her family is dependent on her financially.





I am Mahesh Babu from the first batch CAP Foundation's placement linked skills training program, Quthubullapur centre. I am very happy to share some of the changes I have experienced in this training program. Before joining I wasted my one and half year time due to lack of proper guidance. I am a resident of Dundigal village. After failing in intermediate, I stopped my studies but had some knowledge of computers. I was selected for the ITES course. Our facilitators gave me proper guidance and encouragement. With that I decided to pursue my graduation through distance mode from Nagarjuna Open University.

After listening to some of the life skills concepts, I changed my attitude towards life. I decided to work hard, help my family, and learn more. For that I worked hard and got selected in CRITERIA SOFTWARE SOLUTIONS, NAGOLE HYDERABAD as a computer operator with Rs 5,000/- P.M. This job will make me financially more independent and has paved a path for me to get into the ITES sector. Thanks to CAP for giving me the wonderful opportunity.

Sarfaraz Shaikh is a 19 year old tenth pass student from Malwani, Malad. He lives with a family of five – his parents, a younger brother & a younger sister. His father works as salesman and does not earn much. He had to drop out of school because his parents did not earn enough to support his education. Sarfaraz was the eldest of the siblings which used to make him feel responsible for not being able to do enough for his family.

Sarfaraz got to know about CAP Foundation during the mobilization campaign conducted by CAP Foundation in Malwani and enrolled himself for the course. Prior to joining the course he used to be afraid of talking in front of other people, had problems even interacting with others, one of the reasons being he did not actually knew how to interact or converse with others. Depending on his interests he got selected for ITES course. An earnest learner, like most of his batch mates, even Sarfaraz started showing improvement in his confidence level, his communication skills etc within a week itself of the program.

After successful completion of his course, Sarfaraz got placed in a well known shopping mall in Goregaon (Mumbai) with a salary of Rs 5000. He says the training has imparted him the confidence & the skill sets required to face the world. He is happy that he is also playing a role in supporting his family & helping his younger siblings study. Not only this, he also plans to continue his education & complete graduation. He would like to thank CAP Foundation for the support they have provided him.

Firdouse Shaikh, 19 years, Mankhurd (Batch 1) is IX passed and lives in a family of 6 members – her parents, two brothers & one sister. They live in Mahada colony in Mankhurd area. Her parents migrated from Uttar Pradesh to Mumbai & unfortunately could not neither find good job for themselves nor were they able to provide proper education to their children due to lack of financial support. Even her brothers had to work as daily wage earners in Mumbai due to lack of proper education. Firdouse is the youngest sibling in her family & was quite disappointed with her life due to multiple problems her family had to face every day. Before joining CAP Foundation she lacked basic communication skills & was very poor in spoken English. Being from an orthodox Muslim family, she had almost no experience of interacting with outside people.

However, things improved almost immediately after she joined CAP Foundation. Besides improving her basic communication skills, she received training in basic English, computer fundamentals along with CRS. She completed her specialization in CRS, which was her area of interest.

Upon completion of her training she got a job offer from a shopping mall in Bandra, Mumbai as a customer executive. She is presently earning a salary of Rs 4500. She says that she is easily able to deal with all the customers in her company because of the excellent training she has received. The training received in Customer relationship, managing a customer, spoken English & basic computers has been helpful to her. She is very happy with her job & is enjoying it thoroughly. She is happy that she can also support her family with her income.



Thangaraj, 21 Yrs from Cuddalore, is from the Fishermen community. He was basically a very adamant and a rude youth in the class. He was bossing others and always wants special attention and importance among everybody. In the computer class, he wants to come first and occupy a system even if the students are sent in batches. Once when he was told to come in order to the computer class, he took away the fuse of the electricity connection and led the class into lot of problems and difficulties.

The different topics of the Life Skills module and IYLDP enabled him to understand the various needful skills; an individual can adapt to learn the modalities of life. He was slowly showing the change in his behaviour. His concentration improved in the class, which was a good and positive quality of the course module. Later it helped him to polish his basic personal skills and got a job in Rainbow.com with a salary Rs.3750/-.

Through the Life skills, he modified his rude behaviour and there were a lot of visible difference. His outlook itself got changed and he learnt to respect others and behave logically and responsibly with others.







## CAP VOCATIONAL JUNIOR COLLEGE

The college was started in 2005-06 at Shapurnagar for the teen channel students who successfully completed the class X through the bridge school programmer and other students from the communities those who are **below poverty line**. The college is recognized by the Board of Intermediate Education, Government of Andhra Pradesh and offers two years vocational courses.

### PROCESS

**MOBILIZATION:** College staff, Teen Channel staff and communities volunteers had carried out the mobilization of students for the Academic year 2007 - 2009 (3<sup>rd</sup> Batch) in the mobilization process the following methods were adopted

- Door to Door Mobilization ● Peer Mobilization
- Meeting with communities leaders ● Meeting with Self Help Groups ● Parents Mobilization

**SELECTION:** After mobilization about 102 students were selected as per the selection criteria for various courses. The selection is based on interest inventory test and the consequent Counseling/Interview (students and arents).

**COURSES OFFERED:** ● Accounts & Taxation ● Computer Science Engineering ● Hotel Operations ● Computer Graphics & Animation ● Automobile Engineering Technology

**STAFF DETAILS:** ● Rama GopalaKrishnan, Principal ● P Murali Krishna, Vice Principal ● B Mothilal, Junior lecturer, Computer Science ● P Udaya Bhaskar, Junior lecturer, Automobile Engineering ● K Shobha Rani, Junior lecturer, Hotel Operations ● Sayeeds Parvaiz Nazee, Junior lecturer, English ● K Surekha, Junior lecturer, Accounts & GFC

**PEDAGOGY:** The pedagogy at CAP Vocational Junior college combines an excellent mix of theoretical inputs (integration of Life Skills in curriculum), practical sessions and whetting the learning by sending the students regularly into the market. There is a strong emphasis on project work as a part of the regular courses at the college.

The methodology is a unique learning-by-doing methodology, where an environment of learning is created and the trainees are encouraged to learn by doing.

**INDUCTION:** After the selection and admissions process the classroom training was started with Induction this was conducted for ten days. During this period, Different modules on life skills were taught to the participants the objective of this induction program is to kindle the 5 elements of CAP Foundation

Started with Name Game, Communication Games which improves their memory power, and introduction among themselves, Expectations from either sides i.e. facilitator and trainees, Communication skills through body language, telephone etc. Decision Making following step by step method while they are in critical position as well as for their better future, Importance of the time and punctuality, the importance of the money management, Life skills in decision making, grooming, etc.

The trainees were given some typical complex situations and were asked to take decisions. They were suggested to first identify the problem, identify the possible solutions, evaluate the each solution and finally taking a decision is the most positive outcomes. This helps them to think and analyze the issues rationally rather than being just emotional and impulsive.

The Trainees were made into teams and plays Team Building Game with that they were asked to participate in the activities through which they have learnt to work in teams and how the teamwork affects the efficiency, productivity and achieving goals. They realized the advantages of teamwork along with individual performances and they came to know that, teamwork is a situational leadership.

The induction module was an interactive session wherein all the participants had to participate that enabled them to have exposure to different situations, mingle with others and made them understand the program and comfortable to continue this program.

**ON THE JOB TRAINING:** Here, the trainees go into the workplace and do hands on Work. This gives them a chance to apply their learning and gives the industry a chance to realize the quality of the trainees. Details of On the Job training course wise

Course	Organization
CSE 1 <sup>st</sup> Year :	Outbullapur Municipal Corporation
CSE 2 <sup>nd</sup> Year :	Charminar, Yakathpura Municipal Corporation
AET 1 <sup>st</sup> Year :	RNS Motors & SS Motors
AET 2 <sup>nd</sup> Year :	Naidu Motors
HO 1 <sup>st</sup> Year :	Magana Food Court & Hotel Baseraa
HO 2 <sup>nd</sup> Year :	Country Club, Magana Food Court & Hotel Baseraa

CGA 1<sup>st</sup> Year : Outbullapur Municipal Corporation  
A&T 1<sup>st</sup> Year : CAP Foundation (Accounts Dept)

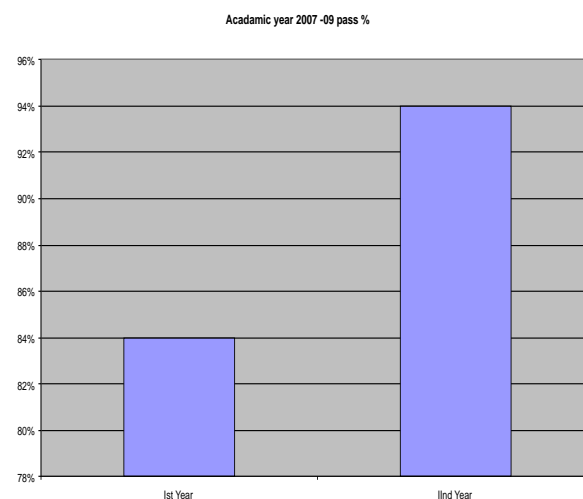
**CAREER EXPLORATION:** Here the trainees interact with various guests from the industry and understand from them about the industry and various career options.

Mr. Chandra Shekar, Ship captain from British Petroleum came to the college and explained the different career in navy merchandising and its verticals

Mr. Sridhar, Asst Executive Engineer from Raichur Thermal Power Station explained about the working of the thermal station and explained organogram.

#### RESULTS: COLLEGE TOPPERS

S.No.	Student Name	Marks / 1000	Course
1	Ch.Divya	917	CSE
2	K.Ravi Kumar	894	CSE
3	D.Ashwini	893	CSE
4	E.Naresh	837	AET
5	M.Shiva Kumar	835	HO
6	V.V.Hanuma	801	CGA
7	Abdul Hameed	790	AET
8	Harika Ravula	785	A&T
9	Palle Sirisha	776	A&T



**PLACEMENT:** Students on completion of the two tears course about 45% of students take-up full time job and reaming had taken up part time jobs and students were placed in different organization like Taj Banjara Hotel (TajGroup of Hotels) Vasista Motors (TATA Motors Service Dealer) Basera Hotel, Xtreme Graphics, Global Frame Solutions, Magna etc with monthly salary ranging from 2500/- to 5000/- in provisional period



### SHAPUR NAGAR

College -Shapurnagar	2007-2009 (II Yr)	2008-2009 (I Yr)	2009-2010
Strength of students enrolled	102	126	125
Students drop out after joining	12	13	15
Students received scholarships	--	69	69
Teaching Staff	6	7	7
Went for OJT	90	113	110
Students appeared for main exams	90	113	110
Students completed INTERMEDIATE	85	109	106
Students who opted for higher studies	73	85	87
Students taken placement	52 PT, 36 FT	88 P T , 21 FT	65 (PT) 48(FT)
Pass %	94%	97%	96 %

#### COURSE WISE DETAILS

COURSE	2007-2009 (II yr)	2008-2009 (I Yr)
CSE	40	29
HO	15	13
AET	20	19
CGA	11	28
A & T	16	37
TOTAL	102	126

#### CASTE WISE-ENROLLMENTS

CASTE	2007-09		2008-2009	
	MALE	FEMALE	MALE	FEMALE
SC	9	7	12	5
ST	0	1	0	1
BC	30	18	32	21
OC	18	19	30	25
TOTAL	57	45	74	52

#### GENDER WISE

GENDER	2007-2009	2008-2009
MALE	57	74
FEMALE	45	52



## KUKATPALLY

College –shapur	2007-2009 (II Yr)	2008-2009 (I Yr)
Strength of students enrolled	--	49
Students drop out after joining	--	3
Students received scholarships	--	18
Teaching Staff	--	4
Went for OJT	--	46
Students appeared for main exams	--	46
Student completed Intermediate	--	34
Students went for higher studies	--	19
Students taken placement	--	13
Pass %	--	74%

### COURSE WISE DETAILS - 2008-2009

COURSE	2007-2009 (II Yr)	2008-2009 (I Yr)
CSE	--	26
A & T	--	13
AET	--	10
TOTAL	--	49

### CASTE WISE-ENROLLMENTS

Category	:	Total
SC	:	6
ST	:	3
BC	:	29
OC	:	9

### GENDER WISE: 2008-2009

MALE	25
FEMALE	24
Total	49





### PATANCHERU

College - PATANCHERU	2007-2009 (II YEAR)	2008-2009 (I YEAR)
Strength of students enrolled	15	20
Students drop out after joining	3	4
Students received scholarships	---	3
Teaching Staff	3	3
Went for OJT	10	13
Students appeared for main exams	12	16
Students completed courses	10	13
Students went for higher studies	7	10
Students taken placement	6 PT, 3 FT	8 P T ,2 FT
Pass%	83	81

#### COURSE WISE DETAILS - 2008-2009

COURSE	2007-2009 (II year)	2008-2009 (I year)
CSE	10	15
A & T	5	5
AET	--	
TOTAL	15	20

#### CASTE WISE-ENROLLMENTS

Category	2007-2009	2008-2009
SC	2	3
ST	2	1
BC	6	9
OC	5	7

#### GENDER WISE: 2008-2009

GENDER	2007-2009	2008-2009
MALE	9	11
FEMALE	6	9
Total	15	20



### CONSOLIDATED DATA OF CAP VOCATIONAL COLLEGES

College - PATANCHERU	2007-2009 (II YEAR)	2008-2009 (I YEAR)
Strength of students enrolled	117	195
Students drop out after joining	15	20
Students received scholarships	—	90
Teaching Staff	9	14
Went for OJT	100	169
Students appeared for main exams	102	172
Students completed courses	95	156
Students went for higher studies	80	114
Students taken placement	58 PT, 39 FT	101 P T ,31FT
Pass%	93%	90%

#### COURSE WISE DETAILS - 2008-2009

COURSE	2007-2009 (II year)	2008-2009 (I year)
CSE	50	70
HO	15	13
AET	20	29
CGA	11	28
A & T	21	55
TOTAL	117	195

#### CASTE WISE-ENROLLMENTS

CASTE	2007-09	2008-09
SC	18	26
ST	3	5
BC	54	93
OC	42	71
TOTAL	117	195

#### GENDER WISE: 2008-2009

GENDER	2007-2009	2008-2009
MALE	66	110
FEMALE	51	85







## CAP PLAN INTERNATIONAL–FORSA YOUTH EMPLOYABILITY PROGRAMME– EGYPT

In 2006, nearly half of Egypt's total unemployed were between 20 and 24 years of age. Young people have little chance of acquiring work experience. However, there are an increasing number of vacant positions which cannot be adequately filled. The main contributing factor here is Egypt's vocational training system, which is not guided by business requirements or the young peoples' needs. Information about the labour market is difficult to obtain and the way in which vacancies are dealt with by official employment services are considered inefficient. There are no services for young people to facilitate the transition from school or unemployment to gainful employment. In the Egyptian vocational training and employment system, young people lack opportunities to develop knowledge, abilities and skills or to obtain information to help them in the transition from school or unemployment to long-term, gainful employment. Knowledge, abilities and skills are not limited to the professional and technical domain. They also include initiative, search strategies and personal appearance.

Hence the need for an end to end solution for developing Egypt's young work force with employability competencies through locally sustainable employability exchanges that offer market oriented employability skill

development, placement and advanced learning opportunities to the most deserving and disadvantaged youth in the country. Employability oriented pre-vocational education and training to help them access entry level workforce participation opportunities is an important aspect of the millennium development goals. It is evident that the traditional systems of training are not adequate to meet the challenge qualitatively or quantitatively of required workplace competencies in the country today. The problems in recruitment, retention/attrition are a visible indicator of this phenomenon. This proposal outlines some of these critical issues as mentioned of the current status of workforce development initiative in the country, the opportunities and challenges in the emerging business and industry sectors and the need for a concerted entry level workforce development program to suit both disadvantaged youth and emerging economy.

### PARTNERSHIP

PLAN is one of the leading international NGOs and the largest Child-Centered Community Development organizations in the world without any political, religious



or governmental affiliation. Plan has been working in 62 countries on programs, projects and initiatives that address the causes of poverty and its consequences on children's lives.

Plan's vision is a world in which all children realize their full potential in societies that respect people's rights and dignity following a participatory approach through which communities and children are the main players in the development process.

Plan International Egypt is working to make long lasting improvement in the lives of children. It is a private non-profit, non-sectarian and non-governmental organization working in the field of Child-Centered Community Development. Plan International began its work in Egypt in 1980 according to ministerial decrees and an agreement with Ministry of Social Affairs. Plan International Egypt's operational legality in Egypt is presently based on a signed Agreement with Ministry of Foreign affairs.

Plan Egypt has a commitment to help children voice out their issues and impose them on the development agenda. To achieve its vision, Plan Egypt is currently working in certain programs such as the Community Based Rehabilitation (CBR), Child Media, Gender/Harmful Traditional Practices abandonment, Street & working children, Early Childhood Care and Development (ECCD), and Village Saving Loans Associations.

The following courses were offered:

S.No	Name of the course	Profiles
1	CRS	Salesman, Store Keeper, Receptionist, Travel Desk Agents
2	Hospitality	Housekeeping Executives, Captains, Chefs, Front Office Executives, Stewards
3	ITeS(Counter services)	Data entry operators, Billing executives, Networking Assistants
4	Automobile	Mechanics, Electrician, Supervisors, Denting Assistants, Helpers, Cleaners
5	Multi skilled	Assistant Electrician, Plumbers, Carpenters
6	BSPA	Assistant to nurses, Ward boys, Ward girls, Physiotherapists.







Students opted for the following courses:

1. Customer Relations and Sales
2. Hospitality and
3. Information Technology Enabled Services ( Computer Course)

The breakup of the students is as follows:

S.No.	Course	Male	Female	Total	Percentage
1	Hosp	10	18	28	27%
2	CRS1	13	13	26	25%
3	CRS2	14	11	25	25%
4	ITES	10	13	23	23%
	Total	47	55	102	100%



## CASE STUDIES

Marwa Mahgoub, 19: I am Marwa Mahgoub, aged 19 years and hold the Industrial Secondary Education Diploma and would like to be qualified to join the faculty of engineering. I live in a family of four persons. I have 2 brothers; Abdel Rahman, aged 25 years and works a supervisor in the water company, Abdel Rahman, aged 21 years and holds Industrial Secondary Education Diploma and serving in the army. My mother is a widowed housewife.

I joined Forsa program through one of my friends who told me that there are courses of English language, sales, Hospitality, information technology and computer science. I went there and submitted an application. The only condition they had was that the applicant should be free (not to be working or studying). My friend and I went there and met the facilitators of the program. We spent 10 days to know each other and the facilitators talked with us about many topics such as our personal affairs, our future and our goals in life.

In my opinion, there are lots of recreation and fun unlike any other courses. The organize trips and meetings in many different places. The facilitators treated us like family members and they depend mainly on fun and entertainment in education unlike normal school courses and classrooms.

The curriculum is very good and so easy to learn for a beginner like me who knows nothing about sales but I decided to study it as I like most. The facilitators explain everything in a new way different from what we used to receive at school. We love to be together with our friends and during the 2-day weekend, we miss them very much. Decision making is very wise for our interest and they do their best to satisfy our needs and put our views in consideration. Before joining Forsa, I was afraid to deal with people as I am introvert and rather shy. After joining Forsa, I began to overcome my shyness and fear and started to be open to all. I acquired a great deal of self-confidence. I made a lot of friendships in the CRS1 with whom I speak a lot and without any fears or worries.

I wish to have only one day off in order to be able to meet and talk. I also wish to have a specified day to meet together as some people think they won't see each other. Also, trips and outings need to be increased. A weekly meeting can be organized in the big hall on the last day of the week to speak with the facilitators and with each other. In the end, I do thank all who did their best to approach and stay with us for three months in mutual love and would like to keep in touch at least one day a week to tell the trainees that they have facilitators that should be treasured.

I have attended interview with LULU Hypermarket and they have offered me a placement with 800 LE.

Hager Ahmed, 17: My name is Hager Ahmed Metwally aged 17 and am a drop out student at the Administration and Secretariat Institute, first year. I live in a middle-class family of 4 members after my sister and brother had got married and left home. I live in a sub - urb of Cairo called Hadayek ElKobba "Elwaily ElKabeer"

I was unaware of Forsa Program and went to Thabet Mekky CDA to apply to study Computer and the English Language only and submitted my application. After a while, the CDA contacted me to go there and meet the facilitators and to have an idea about Forsa Program and its courses. They explained the program to me and I saw it a golden opportunity for all youth. I joined "Sales Department".

I enjoyed the recreational activities very much especially with the facilitators who created love and respect among us and spread fun in everything we were to study which helped us to understand and retain all information without any effort to learn by heart. This is completely different from the way we used to follow when the teacher or lecturer used to explain everything to all pupils with no single opportunity for them to discuss or to ask or to express themselves.

Forsa provided us with a very sound method and I wish it were applied in our primary and prep schools. The facilitators were like our brothers and sisters. It is not a compliment but it is the fact and honestly speaking they were the best example in all times. Decision-making was based on participation of all trainees with the facilitators. Nothing was imposed on the students or trainees.

I acquired many life skills, how to be patient and cooperative to solve problems in a right way. My style has changed in dealing with all people without any tension, lying or shyness and with much more respect, accepting the other and self-confidence.

I became more qualified for jobs in labor market and made a lot of friendships and relationships with colleagues and coworkers. I attended an interview with Americana group and got selected as a Cashier.



Arah Abdul Ghani, 17:

I'm Sarah Abdul Ghani a graduate of social service, Helwan University, batch 2009. I have 3 sisters and my dream was to study psychology and Literature but because the marks I got in General Secondary Certificate Exams were insufficient.

I tried to choose something closer to the study, I wish it and succeeded in that, and my goal became to help anyone who needs my help as much as possible, and like any person after the completion of higher studies, I wanted to find a job in a good place, but what I discovered when I go for any interview was that requires me to be perfect in computer and the English language, and here I began to think of taking a computer course.

A good friend told me about this program and gave me some information about it. but in the beginning, I was hesitant to go believing that everything free is not good and I had no interest, therefore, I submitted the matter to one of my friends who convinced me to go and apply and I did.

It was an opportunity and we sat in the hall for about ten days to exercise some of the activities and games that were consider by me and other people just a waste of time, but we soon discovered that each activity or game we used to play had a useful objective and also enabled us to express our views and also to respect the point of view of every person and to listen to others as well as identify the strengths and weaknesses helped us a lot and that we have learned the importance of participation of a team working in forming their opinions and in setting the lectures timetable.

It is our responsibility to adhere to the timetable. That shows us the importance of responsibility and how to adhere to it in addition to some recreational activities, which enhanced rapprochement between the entire group and the spirit of intimacy among team members

We also practiced some of the games, singing and reincarnation of other characters and poetry recitals

and competitions such as the work of building the biggest tower of paper without using anything else but only on the condition of standing on the ground without any support.

I have one comment on that we all enjoyed these days a lot and that the program is a golden chance that shouldn't be missed. We have learned, how to solve our problems, how to act positively, not to delay or postpone today's work and how to take initiatives. We have learnt also the communication skills and good listening and how to conduct job interviews in addition to benefiting from the seminars. All this provided us with lots of information. We learned the importance of work and its value in the group, how to share one's views freely, to assume responsibility and how to deal with people.

In my point of view, the program is actually more than excellent and the teachers there really cares about their job is not to skip Informing from those who teach them, but they aspire to give them more and do not feel difference in treatment

This program has changed me a lot. On the personal level, I was very shy and do not like mixing with others but I learned in this program as long as I don't do anything wrong I, there is no reason to be ashamed of and have already started to change myself and have already reached the stage of not being shy and this is not bad in itself.

Also I lacked self-confidence when asked to do something, I refuse to do it as I didn't believe I can. I learned there to believe in myself and try my best and if the result was not satisfactory, I had had the honor of trying and attempts.

I also felt strongly wrong to voice and express myself, but I also learned to express my opinion freely and this point of view will be respected even if it is wrong.

At the collective level I become social to a large extent and became to love to stay with the group and participate with them positively.

Naiema Fathy Mahmoud: My name is Naiema Fathy Mahmoud, I am a mother for 3 kids in different education sessions , I used to worked with Madam : Sabah in ( Gender ) program and there I got to know about Forsa program and I knew that this program is prepared specially for those who was not lucky enough to have enough education., so I wished to join it , my husband encouraged me so much and he helped me to get over so many barriers , this program changed my life , I have learnt a lot about computer and hospitality and I enjoyed them so much , English was good but I think we needed more time for English , I wish luck for the program and I wish it could reach to those people who really need it . Now I am working in Hotel Triumph as steward and my salary package is 600 LE.

Heba Ismaiel, 20: My name is Heba Ismaiel Tohamy Mohamed and I am 20 years old , I have tourism and hotels diploma my father is retired and my mother is a house wife , I have 5 brother and sisters and I am the fifth member of them, I knew about forsa program by my sister cause she knows some people work for plan organization , after joining this program so much change happened to my life , got to know so many good things lots of experiences about hospitality that I missed during the study time , learnt good things in English , computer and life skills , the program qualified me to the job market and this is a good thing and I that proud of , I am happy with forsa and happy because of the people who work in the program. Now I am working in Hotel Triumph as steward and my salary package is 600 L.E.

Fatma Mohamed Rafaat, 22: My name is Fatma Mohamed Rafaat and I am 22 years old , I have vocational education , and I live with my family , my father is a independent worker and my mother is area leader , and I joined the program through her , Forsa program helped me a lot , qualified me to the job market and helped me to get the interview opportunity , and I got lots of friendships , but I recommend to upgrade the English levels. Now I am working in Hotel Triumph as steward and my salary package is 600 L.E.





## **Auditor's Report**

**To,**  
**The Board of Trustees,**  
**CAP Foundation,**  
**Hyderabad.**

We have audited the accompanying Balance Sheet of CAP Foundation as of 31<sup>st</sup> March 2009 and the related statement of Income and Expenditure and Receipts and Payments for the year ended on the date annexed thereto. These financial statements are the responsibility of 'CAP Foundation' management. Our responsibility is to express an opinion on these financial statements based on our audit.


We conducted our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the over all financial statements presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of CAP Foundation as of 31<sup>st</sup> March 2009, the results of its activities and the results of cash flows for the year ended on that date, in conformity with the accounting policies. The supplementary information in Schedules '1 to 11' and Notes to Accounts are presented as additional information for the purpose of understanding the financial statements. Such information has been subjected to the audit procedures applied, in relation to the financial statements taken as a whole.

This report is furnished solely for the purposes of use by the Board of Trustees of CAP Foundation for their consideration and submission of the same to the donors to CAP Foundation and it is not to be used for any other purposes, or referred to in any other document, or distributed to anyone other than the members of the Board of Trustees of CAP Foundation and their donors.

Place: Hyderabad,  
Date: 30.06.2009.

For A. Ramachandra Rao & Co.,  
Chartered Accountants

  
P.S.R.V.V. Surya Rao  
Partner  
M.No.202367



## BALANCE SHEET AS ON 31 st MARCH, 2009

for A. Ra  
Charter

REVISED

Date: 30 Dec 2011

Mallin, C.



**CAP FOUNDATION**  
**INCOME AND EXPENDITURE A/C FOR THE YEAR ENDED 31.03.2009**

EXPENDITURE	In Rs	
	AMOUNT	AMOUNT
PLAN SPONSORSHIP	14,975,078	15,286,175
PEPSI MICROCREDIT	2,681,712	-
MICROSOFT - PHASE - I	911,904	4,500,000
MICROSOFT - PHASE - II	8,378,389	-
AIF - CUDDLORE	1,485,816	-
AIF - KANAYAKUMARI & KOLLAM	3,338,816	2,937,089
AIF - JHARKHANAD	3,215,663	2,504,591
BHSS	428,123	-
PLAN SL	698,378	-
USAID MADRAS	11,598,323	10,963,132
USAID NATIONAL WORKFORCE DEVELOPMENT	38,908,652	38,347,243
MICHEL & SUSAN DELL FOUNDATION	5,901,963	11,453,641
UK SUPPORT SERVICE	1,794,321	4,205,275
TATA-RDS	4,096,653	5,144,085
GUJRAT URBAN DEVELOPMENT MISSION	130,894,18	14,575,500
ILO MUMBAI	910,608	-
MOSERBAER TRUST	1,291,783	2,044,217
RELANCE ENERGY	1,322,689	1,000,000
RAJASTHAN MISSION ON LIVELIHOODS	764,578	914,550
TATA CONSULTANCY SERVICES	237,213	370,000
BALLARPUR INDUSTRIES	245,011	650,000
DLF INDIA	1,413,531	1,345,119
DISTRICT EMPLOYMENT EXCHANGE	117,101	266,000
DIST. RURAL DEVELOPMENT AUTHORITY-YOUTH SERVICES	674,635	631,125
CHRISTIAN CHILDREN'S FUND	176,061	510,000
POSCO INDIA	1,039,414	1,533,827
VOCATIONAL JUNIOR COLLEGE	1,166,990	2,081,044
PEPSICO INDIA HOLDINGS	233,425	203,195
CAP DEGREE COLLEGE	741,081	-
OTHER ADMIN EXP	6,257,120	10,650,782
CAP HOTEL MANAGEMENT	594,781	-
DEPRECIATION	-	131,518,620
EXCESS OF INCOME OVER EXPENDITURE	2,688,972	1,151,258
	1,319,686	-
	132,669,878	132,669,878

for A. Ramachandra Rao & Co.,  
Chartered Accountants



*(Signature)*

P. S. R. V. V. Surya Rao  
Partner  
Date : 30.08.09  
Place : Hyderabad

for CAP Foundation

*(Signature)*

Nalini Gangadharan  
Chairperson Trustee

**CAP FOUNDATION  
HYDERABAD**

**RECEIPTS & PAYMENTS FOR THE YEAR ENDED 31.03.2009**

RECEIPTS	AMOUNT	PAYMENTS	AMOUNT	AMOUNT
<b>OPENING BALANCES</b>				
CASH	161,103			
BANK	22,535,632			
PLAN SPONSORSHIP	15,285,538			
PEPSI MICROCREDIT		PLAN SPONSORSHIP	14,505,968	
MICROSOFT - PHASE - II	12,951,180	PEPSI MICROCREDIT	1,856,407	
MICROSOFT - PHASE - I	-	MICROSOFT - PHASE - II	848,962	
AIF - CUDLORE	-	MICROSOFT - PHASE - I	6,112,122	
AIF - KANAYAKUMARI & KOLLAM	2,937,089	AIF - CUDLORE	1,148,315	
AIF - JHARKHANAD	2,504,951	AIF - KANAYAKUMARI & KOLLAM	3,211,973	
BNS	-	AIF - JHARKHANAD	3,236,163	
PLAN SL	-	BNS	410,823	
LUCENT TECHNOLOGIES	-	PLAN SL	698,378	
INTERNATIONAL YOUTH FOUNDATION	-	LUCENT TECHNOLOGIES	180,433	
USAID MADRASA	10,563,132	INTERNATIONAL YOUTH FOUNDATION	823,814	
NATIONAL WORKFORCE DEVELOPMENT	38,387,243	USAID MADRASA	11,419,160	
MICHEL & SUSAN DELL FOUNDATION	11,453,641	NATIONAL WORKFORCE DEVELOPMENT	36,114,606	
UK SUPPORT SERVICE	4,205,275	MICHEL & SUSAN DELL FOUNDATION	5,300,406	
TATA RDS	5,144,095	UK SUPPORT SERVICE	1,791,231	
GURAT URBAN DEVELOPMENT MISSION	14,575,500	TATA RDS	4,108,757	
ILO MUMBAI	-	GURAT URBAN DEVELOPMENT MISSION	12,364,051	
MOSERBAER TRUST	2,044,217	ILO MUMBAI	891,848	
RELIANCE ENERGY	1,000,000	MOSERBAER TRUST	1,157,867	
RAJASTHAN MISSION ON LIVELIHOODS	914,550	RELIANCE ENERGY	1,063,371	
TATA CONSULTANCY SERVICES	370,000	RAJASTHAN MISSION ON LIVELIHOODS	764,186	
BALLARPUR INDUSTRIES	827,075	TATA CONSULTANCY SERVICES	237,213	
DLF INDIA	1,345,119	BALLARPUR INDUSTRIES	245,011	
DISTRICT EMPLOYMENT EXCHANGE	233,123	DLF INDIA	1,413,812	
CHRISTIAN CHILDREN'S FUND	457,470	DISTRICT EMPLOYMENT EXCHANGE	102,101	
POSICO INDIA	1,360,133	DIST. RURAL DEVELOPMENT AUTHORITY-YOUTH SERVICES	714,322	
VOCATIONAL JUNIOR COLLEGE	2,061,044	CHRISTIAN CHILDREN'S FUND	176,051	
PEPSICO INDIA HOLDINGS	192,855	POSICO INDIA	962,503	
CAP DEGREE COLLEGE	-	VOCATIONAL JUNIOR COLLEGE	1,175,222	
OTHER DONATIONS	10,044,568	PEPSICO INDIA HOLDINGS	248,925	
OTHER INCOME	-	CAP DEGREE COLLEGE	581,730	
CAP HOTEL MANAGEMENT	-	OTHER ADMIN EXP	5,675,331	
TDS RECEIVED	-	CAP HOTEL MANAGEMENT	488,087	
FIXED DEPOSITS RECEIVED	-	TDS RECEIVED	122,038,289	
	-	FIXED DEPOSITS RECEIVED	5,850,000	
	-	FIXED ASSETS PURCHASED	5,501,622	
	-	LOANS AND ADVANCES PAID	542,434	
	-	DEPOSITS MADE	1,427,086	
	-	PAID TO HSBC	2,432,141	
	-	BY CLOSING BALANCES	-	
	-	Cash	39,974	
	-	Bank	38,682,982	
<b>TOTAL</b>	<b>176,614,478</b>	<b>TOTAL</b>	<b>176,614,478</b>	

for A. Ramachandra Rao & Co.,  
Chartered Accountants



P. S. R. V. V. Surya Rao  
Partner  
Date: 30.06.09  
Place: Hyderabad

for CAP Foundation

*Neha Gangadhar*  
Neha Gangadhar  
Chairperson Trijale



## **SIGNIFICANT ACCOUNTING POLICIES AND NOTES TO ACCOUNTS**

### **PRESENTATION OF FINANCIAL STATEMENTS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The accounting policies are broadly on the basis of policies laid down by the Board of Trustees of CAP Foundation considering the normally followed accounting procedures as in the case of similar organizations like CAP Foundation. The significant accounting policies of CAP Foundation are given hereunder:

#### **1) BASIS OF ACCOUNTING**

The financial statements are prepared under accrual method of accounting and as going concern, in accordance with Generally Accepted Accounting Principles (GAAP) prevalent in India.

#### **2) Policies**

Accounting of expenditure are based on organization policies on Travel, Advances, Purchase of capital assets/Services, Insurance for employees and capital assets, HR and general finance and accounts

#### **3) FIXED ASSETS**

- a) Fixed assets are stated at cost and Net of accumulated depreciation. CAP Foundation capitalizes all costs relating to acquisition and installation of properties and equipments
- b) When the assets are disposed off or written off during the year, the Net block value of the assets will be deleted from the Fixed asset
- c) Fixed assets received in kind are accounted in the books of account at the market price prevalent on the date of receipts and included in the fixed assets.



- d) Fixed assets having an original cost of Rs.5,000 are charged to revenue in the year of purchase
- e) Depreciation on assets purchased during the year has been provided at the rates applicable from the date of purchase to the end of financial year
- f) Fixed assets are comprehensively covered from the date of purchase of assets and for all other assets for 12 month period
- g) Depreciation on property and equipment is provided on the written down value method based on following rates:

<u>Category</u>	<u>Deprecation</u>
Furniture	10%
Office Equipment	15%
Vehicle	15%
Computers	60%
Building	5%
Books & periodical	10%

#### 4) INVESTMENTS

Investments are in fixed deposits of schedule banks and are are stated at face value of amount invested. The investments in fixed deposits are made as temporary investment. They are cashed as and when funds are required for the objects of CAP Foundation. Interests accrued on fixed deposit are classified as Current Assets.

#### 5) EMPLOYEE BENEFITS

- a) Contributions to PF are accounted on accrual benefits
- b) As per organization's HR policy no leave encashment is allowed for any unused leave during the year
- c) Organization does not have any gratuity liability as on date of balance sheet





- d) ) Employees are comprehensively covered with regards to accidents in India and as well as for employees who travel overseas on business related visits and also for those employees who stay overseas on deputation

#### **6) LOANS AND ADVANCES**

❖ Balance of Loans and advances (Asset) comprises of :

- a) Imprest available which includes advance yet to be used or yet to be settled by the field staff given to pursuit the objectives of CAP Foundation.

#### **7)CURRENT LIABILITY**

Current liability comprises of statutory dues payable and outstanding expenses for services received or committed to be received.

Provisions are based on services received or statutory payment payable. The excess or deficit provision made will be known when actual liabilities are ascertained.

#### **8)INCOME FROM GRANTS,DONATIONS AND CONTRIBUTION**

Grants, Donations and Contributions received for the purpose of pursuing the project related activities will be accounted as and when they are received.

#### **Income Recognition:**

Income for the year has been recognized and apportioned in as much as duration of the project during the year. The balance amount has been deferred to the subsequent financial years.



**Expenditure Recognition:**

If the expenditure exceeds the grant received and the grant period has not expired, such excess of expenditure over income will be deferred. On the other hand if the expenditure is less than the grant received and the grant period has not expired, such excess will be deferred as excess of income over expenditure

**9) FOREIGN CURRENCY TRANSACTION**

- a) Grants /donations received are converted at the prevailing rate as on the date of receipt into the bank
- b) Travel related expenditure are converted at the prevailing rate as on the date of expenditure incurred
- c) Exchange difference on account of purchase/sale of foreign currency for the purpose of travel are accounted to respective accounts

**10) ACCRUED INTEREST**

Interest accrued is based on the estimate made by CAP Foundation is accounted at the year end. The difference if any in the estimate as compared to actual interest that will be determined and accounted in the year in which is actually received or on maturity of deposit or otherwise cashed

**11) OTHER INCOME**

Other income includes Interests earned on Savings banks accounts and on Fixed deposits in schedule banks





## 12) RESERVE AND SURPLUS

Reserve and surplus refer to the excess of grants Etc., received over expenses incurred for the objects of CAP Foundation during the year. The amount will be carried forward as excess of income over expenditure, subject to accumulation and utilization of the same for the objects of the CAP Foundation.

As per our report of even date

For A.Ramachandra Rao & Co.,  
Chartered Accountants



P.S.R.V.V.Surya Rao  
Partner



Date : 30.06.2009  
Place : Hyderabad

For CAP Foundation



Chairperson Trustee  
Nalini Gangadharan



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