



ANNUAL REPORT 2016-17





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About CAP Foundation

CAP Foundation is a registered Trust with a focus in providing end-to-end solutions to link learning and livelihood for disadvantaged young adults and youth. It offers a continuum of Academic, Vocational and Occupational programs through in-school, out-of-school and post-school program interventions. These include Bridge schools, Vocational Junior Colleges, Community College, Degree College and CAP Institute of Hotel Management.

The youth get equitable qualitative learning and promising labour market oriented vocational training opportunities that support their pathways to safe and positive futures.

The CAP Foundation has an impressive footprint in terms of its approach, face-to-face and e-learning training content and methodology, capacity building of service providers and job placement support to trainees.

CAP Foundation specializes in working with the most deprived, vulnerable and difficult to reach sections of young and women at risk in poor urban, peri-urban, rural, tribal

communities and has a very strong gender perspective through community based programs spread across India and with partners across Vietnam, Sri Lanka and Africa.

Mission:

Our mission is to build safer, healthier and productive communities of young people capable of supporting self-directed growth and positive citizenship.

Vision:

Our vision is to be an end-to-end community based solutions provider in linking quality learning and sustainable livelihood for vulnerable communities of children and young people.

Approach:

We facilitate exchange of resources, opportunities and competencies between businesses, communities through public-private partnerships that contribute to long term sustainable livelihood development benefiting the difficult-to reach sections of young people.

Message from Chairperson

For us, at CAP Foundation, we expanded our horizons this year in terms of reach, program maturity as well as further innovation, foraying into newer areas of development and piloting some new concepts. In keeping with our track record, we were successful in introducing some newer measures to brighten the lives of our students even as we continued to learn and improve our intervention models and delivery. 2015-16 was a year of newer experiments especially with young adults between 14-18 years, both in schools and in the community settings. This report has as its focus an overview of some of the most successful innovations of the year.

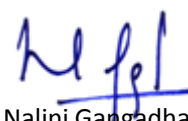
A very successful and enriching new initiative has been the Young Leaders program where close to 50 young people who have been an integral part of our child centered community based program in Shapurnagar, Hyderabad, have been engaged in a year long leadership development program with support from Plan India. Besides learning more about themselves and their strengths, individually and as teams and the larger group, they helped us learn a lot about the changing aspirations, strengths, values and potential of these young people. Insights from their team work both at the sessions and in the community practice programs provided invaluable lessons for the staff and volunteers to relook at the overall priorities, approaches, delivery mechanisms and impact measurement in our work with children, their families and communities. Action against eve teasing, self defence training for girls, close working relations with SHE teams for protection of females, declaration of open defecation free neighbourhoods and stress and trauma counseling at the community level have been some of the highlights on demonstrated capabilities of these young leaders over this year.

A second interesting initiative was the Digital Classrooms project for government high schools across 5 states in partnership with Nokia India and Microsoft. Besides providing all the necessary hardware and equipment to digitize classrooms optimally and with the easiest technology, the project also trained teachers and principals in using the equipments and applying technology in everyday classroom delivery with exciting and encouraging results.

A third program is another pilot that focused on employability skills training for transgenders that was supported by MGSI and provided valuable insights into the nuances in the lives of transgenders and the interactions required in skills training interventions that can benefit them.

Besides these innovative programs we also continued with the regular set of programs to link learning and livelihoods for young people and youth impacting their lives, their families and communities. These included our continuing to work with rural youth in remote and difficult areas of Jharkhand, Bihar, Odisha, Chattisgarh, our urban projects for skills training with corporate partners and donors across Delhi, Chennai, Hyderabad, as well as our now 11 year old community based program at Shapurnagar, Hyderabad.

We are grateful to all our stakeholders, the donors, partners, volunteers, team members, their families and last but not the least the young people themselves for another very exhilarating year at CAP.



Dr. Nalini Gangadharan



YOUNG LEADER'S EMPOWERMENT PROGRAM





Over the last few years the Children's Council had received considerable support in awareness building and training with support from Plan India and several other experts in the domains related to child rights and participation.

The Child Council members had with continuous inputs grown to become a strong force. They have exhibited influence to directly network with government departments about community issues and even in complicated issues such as a couple of cases involving child marriages.


To continue this effort and take it to the next level, this year we initiated a

program to develop 50 Young Leaders (Young Leaders) from the project operational area across the Balanagar-Bolarum belt. The idea behind initiating this Young Leaders empowerment program was to create an opportunity for potential young children from among the young adults in the project area to grow into potential leaders of positive change in the communities. The objective was to develop group of young people between the age of 14 to 18 into leaders with a child rights and child participation perspective and demonstrate participatory leadership in a community setup and participate in the development process and decisions of the community.

- A network of 50 Young Leaders are in place
- 50 Young Leaders gain knowledge on community based needs and intervention procedures

- 50 Young Leaders will take part in the community development intervention process
- 50 Young Leaders will have a sense of ownership of the community development

The Young Leaders Program team selected young talent from among young adults in school at the 8th-10th standard students as well as school drop outs. An elaborate system of selection was put in place to identify these young adults with potential Leadership qualities and nurture them to become catalysts of change in their communities.



The criteria for the selection of the participants for the Young Leaders are based on the interest, academic attainment and participation in school and community activities, communication skills etc. besides an individual commitment to stay with the program for the next 6-9 months



The program team held extensive meetings in high schools, parents, child councils at schools and communities to explain about the program and invite applications from the interested children from 32 communities along with their consent in writing.

Each applicant was checked to meet the following criteria

1. Applicants must be aged between 14 and 18 years. Encourage an equal participation from boys and girls.
2. Applicants need to have proven experience of participating in school activities, child councils/youth groups to demonstrate their interest to take part local cultural or social activities in communities locally.
3. Should have education attainment

Additionally

- Applicants will fill application form with their personal details;
- Indicating the time willing to spend voluntarily in the program.
- Will answer a simple questionnaire to assess the candidate's aptitude, interest to work for others, speaking skills, creativity, critical thinking and problem solving.
- Applicants will participate in series of debate/ discussions/ elocution on the chosen topic of the thematic areas.

All applications were considered based on the young person's achievements/interest to date as well as their potential and their future ambition.



Self-assessment tools were developed and delivered in the form of a simple questionnaire to assess the candidate's aptitude, interest to work for others, speaking skills, creativity, critical thinking and problem solving and conducted test in 9 government high schools and 32 communities for children aged between 14-18 years. Total 957 children Boys-, Girls- were participated in this activity. Total 146 children Boys-35, Girls-111 children were identified at the end of the first round.

In continuation to this process conducted group discussions for shortlisted children to finalize young leaders. Selection panel comprised MEO/representative from school, YAP (Youth Advisory panel) or Youth group member, Child council member, Child protection committee member from the respected clusters. Concept of the programme was explained to the children and group discussions were

conducted on six different topics as follows

1. Breaking gender discrimination attitudes
2. Decision making, distinguishing between good and bad.
3. Possessing their own ideas, attitudes and nurturing the same.
4. Managing peer pressure (the ability to say 'NO')
5. Setting goals and striving towards achieving it
6. Involving in household activities & contributing to home management.

50 to 60 names of children were then short listed by a panel made up of school leadership, community leaders, PU staff, and Youth Advisory panel (YAP) Leaders from across the project area. This short list was then being present to the senior management team of CAP along with the represent actives of Plan India for the final ratification of the selection.

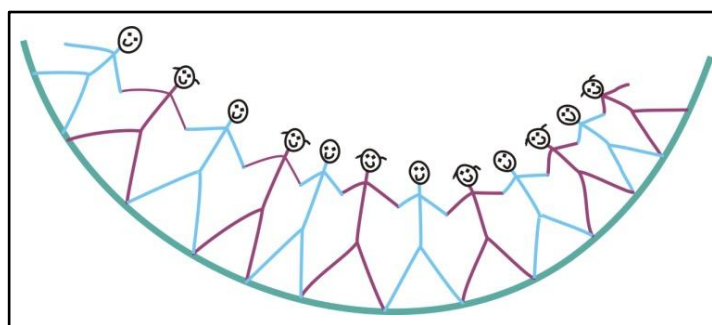




Thereafter a three day residential training programme was then conducted. In total 85 members including 50 young leaders and 20 members staff, parents, panel members and SHE team members, participated in the programme.

The main objective of this training programme was to make young leaders understand the

urban communities, how local administration is structured and how it works, identify the problems in the slums, prioritise issues, develop strategies to address selected issues and to enhance their leadership and communication skills with the larger stakeholder/ duty bearer groups and make them a part of change in the initiatives of community development



on their own interests. This training programme was conducted by carefully selected resource persons. The major topics covered were characteristics of urban communities, administration and dynamics

of urban communities, problem identification, finding sensitive ways for solutions, communication s, decision

making and community mapping and presentation skills. Young leaders' logo was designed by the children. Community level action plan was prepared by young leaders and consultants to conduct sensitization programme in communities. On the final day young leaders presented their goals and timelines on their respective themes in front of panel.

TOT training programme was conducted for young leaders on child protection theme. Total 50 children and 18 member's staff participated in this training programme. The training mainly focused on community strategies to mitigate eve teasing, early marriages, behavioural changes in adolescents, child rights.

The Young Leaders were encouraged to choose the domain of their interest in the select cluster they intend to get involved and work on the select problem to find solution through strong participatory process. The concerned consultants responsible for the program in thematic areas of Child Protection, early childhood education, Health & Nutrition, WASH then provided domain associated training by taking these set of Young Leaders along right from problem identification, analysis, planning, strategizing to implementation, documentation and evaluation of the initiative so that they grow in confidence, gain experience by doing.

The YOUNG LEADERS participated in the orientation exercises in each thematic

area conducted by the consultants after which they chose the thematic area of their choice. The Young Leaders were then formed into groups depending on their areas of interest and assisted to actively involve in the follow up community level sensitization, training programs and workshops under the direct physical



supervision by the consultants in the community. This is to ensure that the Young Leaders put into practice the skills and knowledge they have gained in the training in the residential training program.

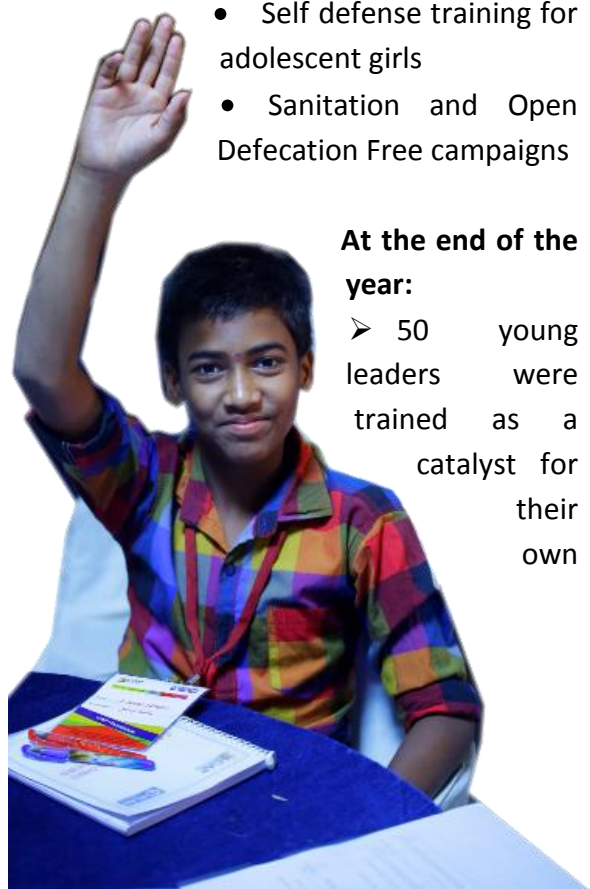


These Young Leaders were provided with a unique opportunity to practice on field, test their practical skills and knowledge learnt at trainings. The participatory leadership program provided opportunity to 50 young people discover themselves, their talents and

understand about leadership in the community context through the mentoring process. Supported by an experienced team of selected thematic consultants, the Young Leaders undertook an intensive and immersive journey through the experiential learning process guided by the consultants.

Significant follow up activities included

- Self defense training for adolescent girls
- Sanitation and Open Defecation Free campaigns



At the end of the year:

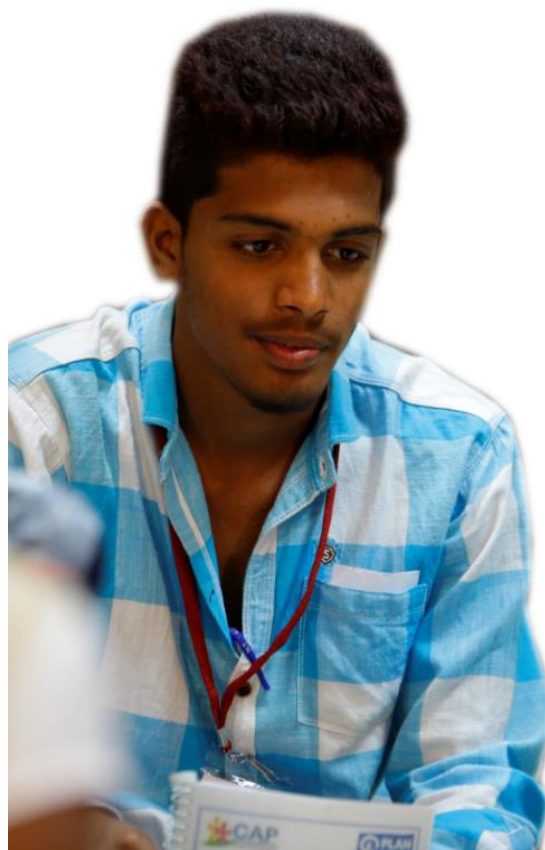
- 50 young leaders were trained as a catalyst for their own

community development.

- 665 adolescent girls were trained on self-defense which helps in improving their confidence levels and their own protection
- 16 communities were announced as open defecation free slums by municipal authorities and authorization will be done in the coming financial year.
- 347 (Boys- 132, Girls-215) Adolescent children in the communities and 1328 children (Boys-444 and Girls -884) from class 8th and 9th in 9 high schools were aware on managing peer pressure, decision making, goal setting and gender discrimination attitudes through counselling programme

- Counselling for adolescents and parents on stress and coping mechanisms
- Girl Child Protection and prevention of Eve Teasing

- An immediate response system in place to react to any child abuse – with the child council group and CPC members directly informing the government and solve their issues
- Community members participated in different activities and have also shared the learning to the communities
- Children participation was higher in all activities.
- Government departments including the Police, especially the SHE teams, the Health and sanitation have cooperated in implementation of the activities







NOKIA MICROSOFT DIGITAL CLASSROOM PROJECT

Digital Empowerment of under served schools through IT enabled learning





CAP worked on yet another unique project to digitize classrooms for classes 7, 8 and 9th students in government high schools, across Chattisgarh, Uttar Pradesh, Maharashtra, Andhra Pradesh and Telengana

CAP Foundation, in Partnership with Microsoft and Nokia India, implemented this project to strengthen the learning ecosystem in classroom through digital aid. Integration of technology in day to day teaching and learning efforts was the core aim of the project. Digital empowerment among school going learners and teacher is visible as teachers use digital tools to deliver lessons and students use these tools

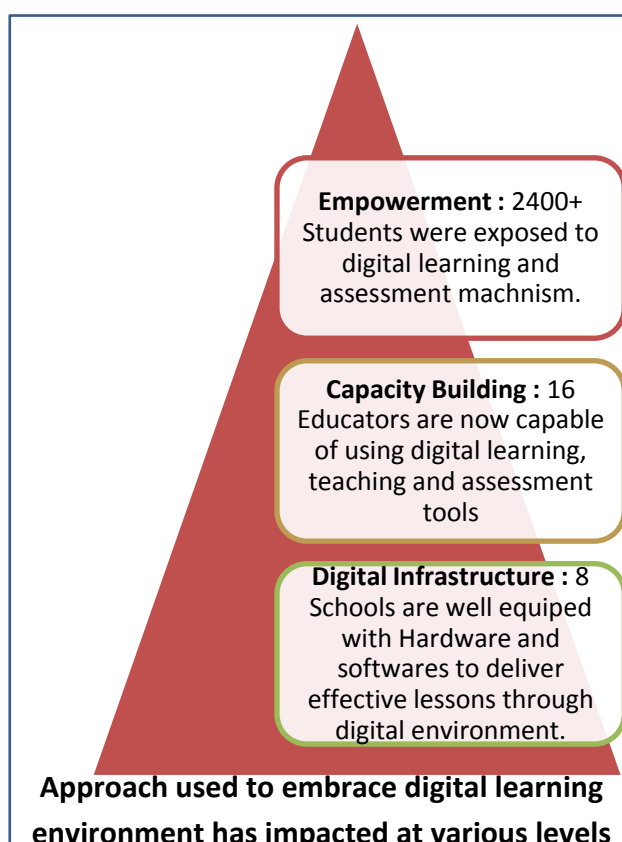
to learn effectively and in depth on their own and also under the supervision of teachers. Input of these tools under Nokia-Microsoft Digital Classroom project has greatly enhanced the ability to learn and teach in side classroom.

Digital Learning has many advantages and CAP foundation has demonstrated these advantages very well through its partners in Telangana, Maharashtra, Uttar Pradesh, Telengana and Chhattisgarh states of India. In order to demonstrate and give taste of digital learning, CAP foundation donated equipment's to 8 schools in 4 states of India with support from Nokia and Microsoft.

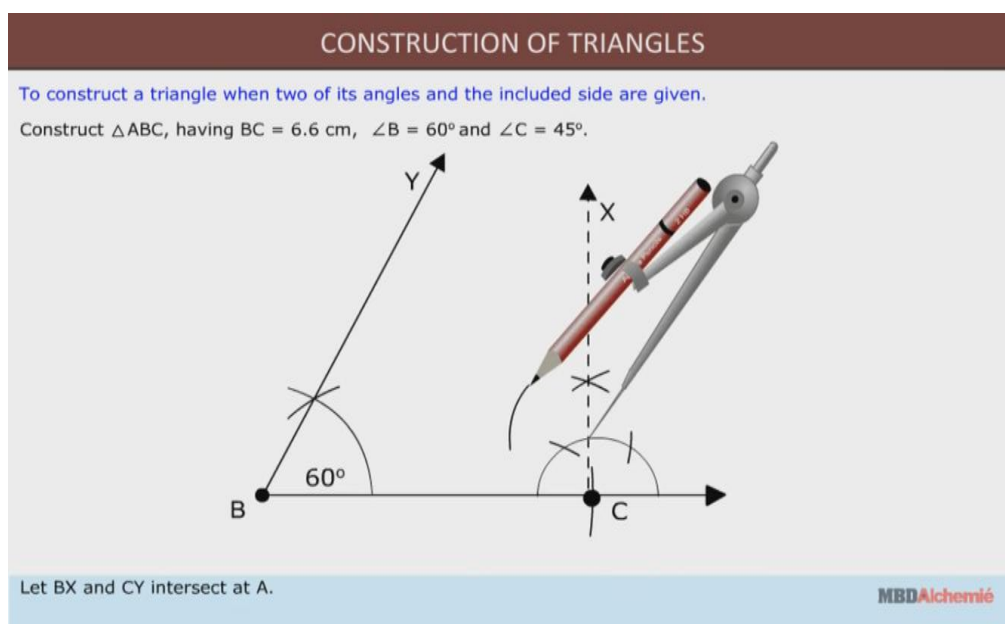


MOUs were signed with the respective State Education Departments. Thereafter CAP received the list of 8 identified schools across the 5 states finalized by Microsoft and the State Education Departments. CAP arranged for the distribution of the hardware to all these schools and for training the teachers on use of digital classrooms. CAP also provided each identified school with one facilitator with experience in use of digital tools for classroom to support the program in its implementation by the respective teachers

Digital Infrastructure: Digital learning requires ready to use tools which can be used in classroom to deliver effective lessons to learners. These tools include:-



Equipment – Tool/Hardware / Software	Intervention	Outcome
Tablet Devices– For students	CAP Foundation provided 35-45 Tablet devices to each of the 8 schools and trained 16 educators on the use of these devices.	Schools have better infrastructure and facility to deliver digital learning. Educators are now thinking beyond traditional way of teaching and learning methods. Educators are able to save time and deliver in depth lessons to learners Students are digitally empowered and became self-reliant on use of technology front when it comes to learning.
KyAn – Interactive whiteboard cum projector	CAP Foundation has equipped 8 schools in 4 states and trained 16 educators to deliver lesson plans using Kyan – classroom learning device.	Schools are now able to deliver interactive sessions to students by the use of this device. Educators are able to demonstrate difficult to teach lessons practically to students. Students are able to correlate with this practical approach. They started enjoying a colorful world of learning.
Windows Multi-Point Server – An operating system to synchronize and coordinate with multiple users on multiple devises	16 Educators were trained on the utility and use of Windows Multi – point server by CAP Foundation	Educators are now able to reap benefits of collective response from learners and can provide immediate feedback to learners. Students are benefiting from collective response, and immediate results.
Charging Cart – 4 tablets	Charging multiple units of tablet requires special arrangement thus we provided support by bringing multi Tablet charging cart	Consistency in teaching and learning
Digital Content – Subject material to facilitate lessons	Interactive content which includes audio, video and step by step guidelines for different subjects were provided to 8 schools.	More than 2400 students are benefiting from this interactive content in term of broader and clear understanding.



As recommended by Microsoft, CAP entered into a partnership with KaHO India which provided a its platform Kaho India. This is a contextual is a contextual intelligence platform to maximize overall development of a child. Training on using this platform was also provided by KaHo. CAP also partnered with MBD Alchemie, which provided digital content on the subjects to the schools. This content was installed in all the schools to provide digital classroom to the children.

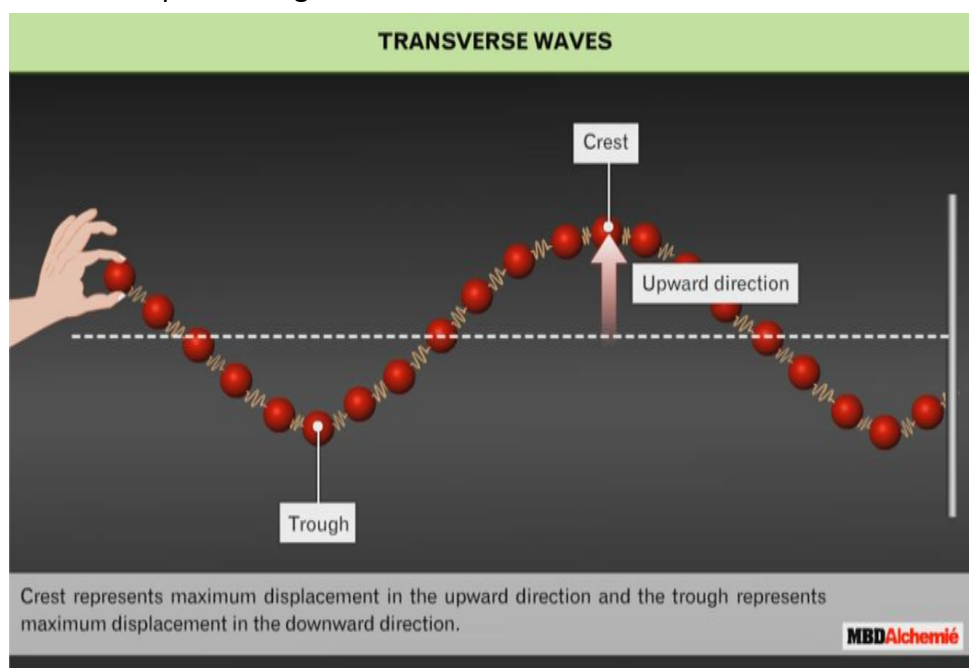
Capacity

Building: Digital delivery of lessons in classroom has been made simple by training and building capacity of 2 educators from each of the 8

schools.

These teachers are now capable of creating lesson plans, assessment sheets and analyze digital data obtained during the process.

CAP Foundation conducted a various workshops to ensure that educators and learners are inducted well on utilizing digital learning equipment's and remain efficient. A Training of Trainers program was organized by CAP foundation where all school principals, computer teachers marked their present and learned about different aspects of digital learning environment.



Training of the Trainers focused on below listed aspects.

Sessions	Outcomes
Digital Learning – 21 st Century Skills for Educators and learners	Participants gained knowledge on importance of digital learning in classroom
Tools for Digital Learning	Participants are aware of tools to use in order to deliver effective lessons in classroom digitally.
Use of Kyan	Teachers are able to use kyan – interactive whiteboard cum projector to facilitate lesson plans
Use of Tablets	Educators will be able to teach students on the use of tablets
Digital Assessments	Participants are able to conduct assessments using digital device
Windows Multipoint Server	Educators are be able to navigate and administer the learning using software
KAHO – Integrated education platform for educators, learners	Teacher learned to use integrated tools for classroom

Empowerment: Students in 8 schools are now self reliant when it comes to use of technology for learning. This learning is not limited to classroom but also serves in the overall environment students live and learn. Students now look forward towards technology as enabler more than entertainment. Interactive content has broaden their aspect of thinking towards learning patterns and practices. In one way they have understood that way forward with digital device will serve them positively.

People at all level have understood and realized that there is big advantage in using technology in classroom. Below is the summary of their opinions.

School Principals were aware of this way of learning but they lacked resources to facilitate digital learning in classroom. After intervention they have shown their gratitude for helping hand to CAP

foundations – Nokia Microsoft Digital Classroom project.

Teachers feel that their knowledge and skills are being upgraded and they feel confident to handle technology based learning in classroom. It has helped them to think out of box while preparing lesson plans for subjects. Students are mesmerized with this new integrated approach of learning through technology based device. It was beyond their imagination and they are always desperate to kick start the lesson in the classroom which was not the case earlier.

Mark the change: Overall project succeeded in gaining popularity and empowering teacher and students to deal with digital world for learning. They are becoming more efficient by using digital tools and content. It has impacted at large in the community that they now see this change for betterment.

List of Schools

State	Location	Address
Chhatisgarh	Raipur	Govt. Girls PolyTechnic College, Byron Bazaar, Raipur-492001, Chhatisgarh
Chhatisgarh	Durg	Uday Prasad Uday Govt Polytechnic College, G.E Road, Durg, Chhatisgarh-491001
Maharashtra	Borivalli	Pragati Vidyalaya & Jr. College gorai 2 BMC building no 9 Gorai 2 Boriwali. (W) Mumbai 400092
Maharashtra	Palgarh	Zilla Parishad School, Vangaon East, Kompada, Thane District, Maharashtra- 401103
Telangana	Narayanpur	Zilla Parishad School, NarayanaPur, Yadadtri District, ILD Chhottupal, right side, NH-65
Telangana	Kothagudem	Govt High School, Patha Kothagudem, Khammam District
Uttar Pradesh	Allahabad	Kasturba Gandhi Awasiya Balika Vidyalaya, Dandupur, Chaka Rewa Road, Allahabad, Uttar Pradesh -212111
Uttar Pradesh	Lucknow	Rajkiya Girls Inter College, Sector -11, Vikas Nagar, Near Mini Stadium



At the end of the training, teachers appreciated the initiative and were very positive about the tools provided. They felt teaching can be made more effective and efficient with the use of the smart projector KYAN and were reportedly using the digital classroom to the full extent possible

whenever Internet connectivity is good, and available. Students were excited and enjoyed working with the tabs provided for their use and also greatly appreciated lessons taught using technology. School Principal and the staff were happy to implement this project at their school.





BASIC EMPLOYABILITY SKILLS TRAINING FOR UNEMPLOYED YOUTH WITH A PILOT COMPONENT FOR TRAINING TRANSGENDERS





A significant innovation this year was the program that made inroads into the lives of the marginalized transgenders to provide employability skills and place them in suitable jobs. This unique pilot had the support of Microsoft through MGSI based out of Hyderabad. Here's an quick overview of the program

MGSI – Microsoft Global Services (Center) India, the delivery advantage for Microsoft Services worldwide enables customers in their mission critical and business critical work, by deploying future-ready solutions using deep delivery cap abilities across N, N+1 and emerging Microsoft technologies. This helps their customers maximize the

value of their Microsoft investments; as well as run, grow and innovate better.

During September - December 2015, In partnership with Microsoft Global Services India, CAP conducted its well developed model of basic employability skills training (BEST) for disadvantaged young people between the age group of 18-28 years from weaker sections of the economy in and around Hyderabad and Ranga Reddy districts of Telengana. The training programme focused on preparing the skills of the youth for modern economy driven jobs using CAP's tested and proven BEST model. This project aimed including a pilot program to include 30 transgender persons through 3 months and 6 months courses.

While CAP and MGSI agreed to train 562 candidates, due to an overwhelming response 589

candidates, including 27 transgenders, were enrolled into the program. The students were trained in Hotel Operations, Customer



Relations & Sales and Information Technology Enabled Services based on their interests and aptitude.

Besides the training focusing on technical skills and lifeskills personality development, it also included a regular interface with local businesses, industrial and other potential employers. Of them, 555 completed the course with 445 candidates completed 3 months employability training program and 94 candidates completed 6 months employability training program. Of the 27 transgenders enrolled, 16 fulfilled the course completion requirements. Significant measures were taken to ensure that they are industry ready like industrial and exposure visits, life skills, soft skills and On Job Training (OJT) prepared the candidates on the demands and conditions of the workplace. The candidates were sent for On Job Training (OJT) in organizations based on the skill training and their interests. 80% of the candidates were put in OJT while the rest not working because of their personal issues. Out of candidates who were put in OJT, 96 have been placed

in companies such as Karvy, PepsiCo, Centro, E calypso, Bread Talk, Heritage,

Reliance Trend, Ratnadeep Super Market, Shoppers Stop, Café Coffee Day, TCS, Tesla, Vodafone, TataDocomo,

Department of Agriculture Hyderabad, Post Office, NIMS, H.K Enterprises with a salaries ranging between Rs. 5,000 to Rs. 15000 per month with an average salary of Rs. 8,000. 463 candidates (78.6%) were placed on completion of the training and 436 (74%) candidates were continuing in jobs after three months of training. 65% of the female candidates and 35% of the male candidates have been trained and placed.

Setting up of the Training Center: The first batch of training was conducted in CAP Employability training center at Kukatpally, Hyderabad. However, based on the candidate feedback, a training center closer to the community at Prem Nagar, Hafeezpet, on the Gachibowli-Miyapur Road, with all the necessary infrastructure was identified and subsequent training were held at that center.





Identification of potential beneficiaries, youth for training/ Mobilization and selection of trainees: Road shows were conducted to create awareness about this opportunity in the area. Unemployed youth between the age group of 18-30 yrs. were identified through a door-to-door mobilization process which included meeting each community leaders and local administrators. The local administration was appraised on the project and they were taken into confidence for mobilizing the eligible youth.

Aptitude assessment/ Preliminary screening of candidates: The potential trainees have been put through an interest inventory test before enrolling them into

the program. Individual counselling was done and students were admitted to the course according to their interest inventory results.

Intensive training/ Skills Sets: Computer literacy, listening, speaking, reading, writing, numeracy, spoken English, life skills and work readiness skills. Specific competencies catering to the entry level profiles that were identified through the market scans were delivered both on-site and off-site through face-to-face interaction, Computer Based training and technology enabled channels including e-learning. Potential employers, business mentors and volunteers were brought in to support quality training.



The training programme created a regular and sustainable employment for the youth thereby enhancing their image in the community in which they belong. It has also improved their standard of living and has developed their overall personality.

Benefits to the candidates:

- ✓ Capacity building & empowerment, Skill training and up gradation as per market demands
- ✓ Personality development and life skill development, Team building, coordination skills and leadership skills
- ✓ Improved standard of living and income generation

On the job training / apprenticeship: The training programme of 3 months and 6 months included an on the job training component for 1 and 2 months respectively for every trainee.

Placement: 417 of the trainees (74%) were supported to access job placements have been placed with salary ranging from 6000 to 15000.

Certification and assessment of trainees: Concurrent internal assessment of trainees on both theory and practical has been conducted

Outcome of the Training Programme: Apart from capacity building and empowering the youth, the training programme instilled confidence in them and created an ability to market their skills. The training centre acted as a linkage between the youth and the potential employer.





Salary range: On completion of the training program trainees have been placed in salaries ranging from 6,000 to 20,000 per month. Majority of the candidates i.e. 61% of them have been placed with salary ranging between 6000 to 9000. Candidates have been placed in profiles such as Sales executive, Data entry operator, Tele caller, Waiter and Receptionist.



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SUCCESS STORIES



ANJALI, 29: Anjali belongs to a family that is highly respected by the society in Rajahmundry district of Andhra Pradesh. She has successfully completed her graduation in Commerce stream and has been living with her Guru in Hyderabad for the last 10 years.

At a very young age Anjali started exploring her sexuality and learned that she is a Transgender. She decided to be open on her sexuality to the family and the society. However, she noticed that she was discriminated and that it was very difficult for her family to accept her as who she was. At the age of 19 she has taken a major decision to leave her family and in the hope of leading a dignified life, she thought Hyderabad would be the place where she could reside and therefore reached the city. Life was not so easy in Hyderabad. She had realised that sex work and begging were only the ways she could make her livelihood and soon started to beg on the street as a Hijra after repeated rejections in other fields. Luckily for Anjali she soon found a home at her Guru's place and stopped working as sex worker but however had to continue to beg in order to make a living.

Anjali has always dreamt of a dignified life. She says that has exactly been the reason why she has chosen to join the program as soon as she heard of the employability skill training program being offered. She has inspired everyone at the training center with her determination to lead a dignified life. She has joined the training program with the help of India HIV/AIDS Alliance and has successfully completed her course. Anjali now works as freelance model in an advertisement agency. She now earns Rs.15,000 to Rs. 20,000 per months based on the assignments.

PRASHANTH is a qualified Lab Technician and has a Masters degree in Lab Technician.

Prashanth at a very young age realised that his feelings are different from the people around him. He hails from Karimnagar and says that though he spent his childhood with his family members but was unable to cope with constant discrimination he was facing from the society and friends for being different from his brothers.



Prashanth has decided to move out of Karimnagar to Hyderabad in the hope of acceptance. He had dreamt of working in a corporate company but given his sexual orientation and limited skill set he had to settle for a part time job as a Lab Technician and was also working part time in a massage centre but he was happy for the fact that was being to live a life as himself i.e. a MSM (men who has sex with men) unlike his life in Karimnagar.

Prashanth is the youngest in the batch; he had clear goals and worked towards them confidently. On completion of the training he has been selected and has joined Dr. BIG C as Lab technician with the monthly income of Rs.15,000/-.

“It feels good to be associated with CAP Foundation for this noble cause. I found suitable candidates for my company and they are found to be efficient”.

-Owner, 7 Musical Instruments



Shereen Begum, ITES: “Those have been the happiest days of my life” says Shereen on the classroom training days in the Hafeezpet center, who along with her sister Farheen Begum has attended 3 months employability training program.

Shereen has completed her intermediate last summer and was forced to discontinue her education, when her elder sister with whom she commutes to college every day got married as her father thought it is not safe for her to go alone to college. Her sister was also forced to discontinue after 10th standard for the same reason.

Shereen always knew that she wanted to work, be independent and self-sufficient. Shereen immediately grabbed the opportunity that has been made available to her and enrolled self and sister in the program. “She was most interested in English classes and the rate at which she grabbed the English lessons was amazing” recalls her facilitator.

On successful completion of the training program Shereen was placed in Reliance as a tele caller with a salary of Rs. 6000/- per month. She plans to save for her education and convince her father to continue with her education. Shereen's sister Farheen has been placed with Medplus on completion of the training program with a salary of Rs. 9,500/- p.m. . Shereen and her sister have been able to convince her father that Farheen can continue with her education from the next academic year.

M Narasimha, Retail: Narasimha belongs to Rangareddy district of Telangana State. Narsimha lives in a family of 8 which consist of his parents, two elder brothers, and two sisters and his elder sister's daughter. His elder sister resides with them as her husband has expired recently.



Narasimha couldn't pass his 10th standard examination given the poor quality of education that the family could afford. He was also aware of the fact that even if he might have cleared his examination he could not continue any further given the poor financial conditions of the family. Narsimha heard about the 3 months employability skills training program through themobalization camp conducted in his arear and has decided to join immediately. “Narsimha was a very bright student, he clearly knows what he wants” recalls the center in-charge.

On completion of the training program Narishma was placed with Khadim's retail store as a sales associate with a salary of Rs. 10,500 per month. Narismha proudly says “For the first year I will help my family pay of the debts and save for my education and from the subsequent years I'll save for the big business I want to set up one day”.



JESSICA PRIYA is a self-identified transgender hailing from Srikakulam district of Andhra Pradesh.

Jessica is a graduate in arts stream from Andhra University. However, doesn't have any certificates to support her qualifications as she has left them behind at her home when she has walked out of the house 12 years ago. Jessica has given up on the hope of getting her certificates from her home town after repeated failed attempts. Hailing from an interior tribal village the stigma around her sexuality was very high. She has decided to move to a bigger place where she would find acceptance and has been living in Hyderabad since 2005.

Jessica was working as Sex worker for survival prior to the training program. She has successfully completed the 45 days course in employability skills; she was linked to the program by India HIV/AIDS Alliance.

Currently, Jessica works part time with Darpan Foundation in Secunderabad as a Peer Educator. Her vision is to have a stable life and work in a corporate which accepts her with her true identity. She says "my aims is to grow high and lead a dignified life in Hyderabad"

Jessica is now working as freelance with cultural group as crew member and earn Rs. 30,000 to 35,000 per months based on the events handled during the month.

SHARADA who resides in Hyderabad district of Telangana State has completed her 10th standard almost 17 years ago. She was married at a mere age of 15 to Ravi, who works a housekeeper in a corporate with a monthly income of Rs. 11,000/-. Sharada lives with her husband and two girl daughters. Sharada prior to starting a family was working in a gas station as a helper but had to discontinue as they was no one who could take care of her kids. Sharada always knew the importance of education and has decided very early that she will educate her girls under any circumstances.



Sharda always knew that it was necessary that she contributes to the family income for her children to continue their education. Given the huge gap in her career and minimal qualification, she was finding it difficult to get a decent job. Sharada heard about the program from the mobilization camp that has been conducted in her area and had decided not to let the opportunity miss at any cost. "Sharda has enrolled in the program the very next day itself" recalls the mobilizer.

On successful completion of the training program she has been placed at Hotel Fidalgo as a store in-charge with a monthly salary of Rs.6500 + Food and incentives. Sharda says she is happy that she would now be able to save for her daughter's future. Sharda has also enrolled herself in B.Com correspondence to complete her education.

Update as on 20th Jan '18: Sharda has worked for over 6 months in Hotel Fidalgo and has moved to Balaji Supermarket as a sales executive where she earns a salary of Rs. 9000/- .



M NARASIMHA belongs to Rangareddy district of Telangana State. Narsimha lives in a family of 8 which consist of his parents, two elder brothers, and two sisters and his elder sisters daughter. His elder sister resides with them as her husband has expired recently.

Narasimha couldn't pass his 10th standard examination given the poor quality of education that the family could afford. He was also aware of the fact that even if he might have cleared his examination he could not continue any further given the poor financial conditions of the family.

Narsimha heard about the 3 months employability skills training program through the mobalization camp conducted in his arear and has decided to join immediately. "Narsimha was a very bright student, he clearly knows what he wants" recalls the center in-charge.

On completion of the training program Narishma was placed with Khadim's retail store as a sales associate with a salary of Rs. 10,500 per month. Narismha proudly says "For the first year I will help my family pay of the debts and save for my education and from the subsequent years I'll save for the big business I want to set up one day"

"Those have been the happiest days of my life" says **SHEREEN BEGUM** on the classroom training days in the Hafeezpet center, who along with her sister Farheen Begum has attended 3 months employability training program.

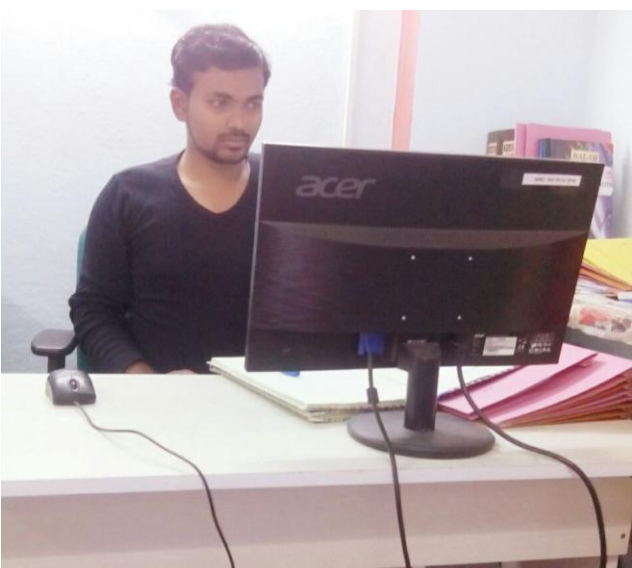


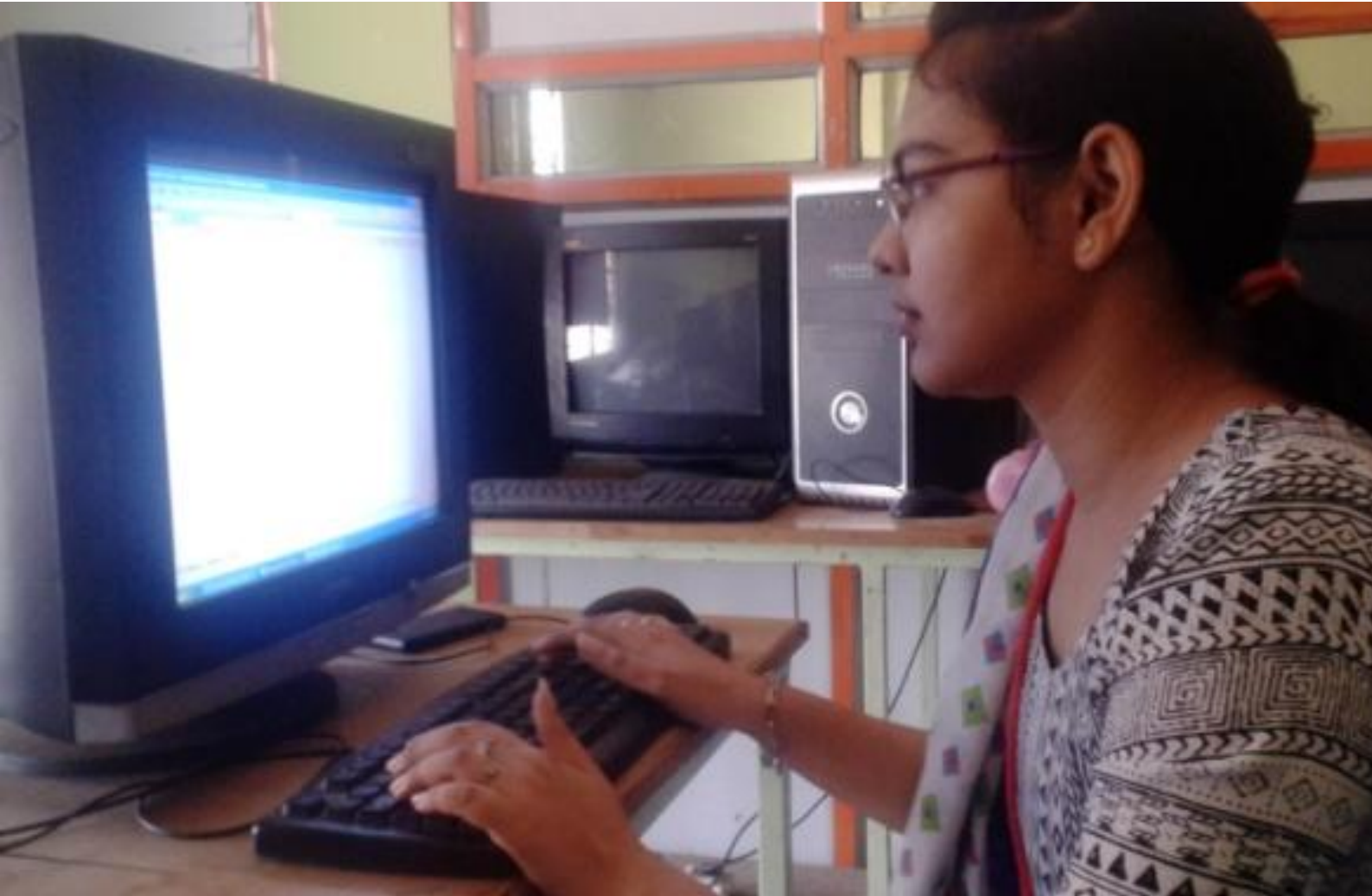
Shereen has completed her intermediate last summer and was forced to discontinue her education, when her elder sister with whom she commutes to college every day got married as her father though it is not safe for her to go alone to college. Her sister was also forced to discontinue after 10th standard for the same reason. Shereen always knew that she wanted to work, be independent and self-sufficient. Shereen immediately grabbed the opportunity that has been made available to her and enrolled self and sister in the program. "She was most interested in English classes and the rate at which she grabbed the English lessons was amazing" recalls her facilitator

On successful completion of the training program Shereen was placed in Reliance as a tele caller with a salary of Rs. 6000/- per month. She plans to save for her education and convince her father to continue with her education. Shereen's sister Farheen has been placed with Medplus on completion of the training program with a salary of Rs. 9,500/- p.m. Shereen and her sister have been able to convince her father that Farheen can continue with her education from the next academic year.

"The candidates provided by CAP Foundation are efficient and well trained. They have been handling the customers well during the peak hours. I am happy to be associated in this cause".

-Ms. Bindu - HR, Karvy Consultants





SEEKHO AUR KHAMAO – A YOUTH EMPLOYABILITY AND JOB PLACEMENT
LINKED PROGRAM FOR MINORITIES





Although the Indian economy appears to experience upward GDP growth rate in the next few years, there has been an increasing concern regarding jobless growth, widening of inequality in terms of region, gender, and a mismatch between demand of skilled labor, its availability and the jobs, especially in potential sectors.



India is also poised to reap a 'demographic dividend' because the size of its working age population will increase to a likely peak of 95 Crores in 2026. In

2020, the average Indian will be only 29 years old, compared with 37 in China and the US, 45 in West Europe and 48 in Japan. Such a demographic advantage is enough to build a case of claiming economic supremacy in the global economy. However, India is also expected to face 'talent gap'- the lack of right skills for the job required. The report titled, 'India's Demographic Dilemma' brings out the fact the \$1.1-trillion economy will have a shortfall of 750,000 skilled workers.

It has also been observed that despite the GDP growth not all religious communities and socio-religious communities have shared equally the benefits of the growth process. The skills shortage is especially observed in the minority groups in India. Among these, the Muslims, the largest minority community in the country is seriously lagging behind in terms of most of the human development indicators.

According to the National Monitoring Committee for Minorities' Education, the gross enrolment ratios in secondary and



higher education amongst these groups are much lower. It is observed that the unemployment rate is generally higher among the Christians followed by Muslims and Hindus. If these numbers are to be believed in any way then it may only mean that the issue of talent- gap, employability or skill mismatch is a manifestation of social and economic disparities in society and hence a deep rooted problem. Hence addressing it at the ground level may mean adopting

Public Private Partnership approach (PPP model) which allows the government, social enterprises and industry to share equitable responsibility of resolving such problems.

Keeping in view the recommendations of the Working Group on "Empowerment of Minorities" for 12th Five Year Plan, The Ministry of Minority Affairs proposed the

"Seekho aur Kamao (Learn and Earn)", a new Central Sector Scheme was introduced for "Skill Development of Minorities". CAP Foundation's proposal to provide Basic Employability Skills Training

and job placement to minority youth was approved by the ministry to train and place minority youth from Andhra Pradesh, Bihar, Gujarat, Tamil Nadu,

Telengana and Jammu & Kashmir. Between Jan 2015 and December 2016, CAP had reached out to 5638 youth from these six states.

CAP Foundation under the programme "Seekho aur Kamao (Learn and Earn)" attempted to provide access to market-oriented employability training to the most deprived youth belonging to minority communities as a means to gain better livelihoods for marginalized minorities and bring them in to the mainstream and effectively addressing the disconnect between the skills acquired through the education system and those demanded by the new economy.

Given below is a list of locations where training centers that were established based on the findings of labour market opportunity scans conducted for the project:

S. No	Name of States/UTs Allocated	No of Centers in each State	Trainees in Each State
1	Tamil Nadu	8	1290
2	Andhra Pradesh	8	1897
3	Bihar	3	656
4	Telangana	10	1291
5	Gujarat	2	304
6	Jammu & Kashmir	1	200
	Total		5638



Curriculum Development

On the basis of the market scans and the socio – cultural factors pertaining to the target minority group, suitable courses/profiles were taken into consideration for implementation of the program. The curriculum used for these courses has been validated by the relevant industry professionals. It was also used to define the assessment framework and provides the basis for the training of trainers. The courses identified and delivered included

- IT enabled Services
- 4 wheeler Automobile Mechanic
- Retail sales Assistant
- Bedside Patient Assistant
- Patient Care Assistant
- Hospitality Assistant
- Electrician
- White Goods Services Technician
- Pharmacy
- Sales Assistant



CAP's 90-day Basic Employability Skills Training (BEST) curriculum consists of 10 core competencies namely, computer

literacy, listening, speaking, reading, writing, numeracy, spoken English, life skills, customer relations and entrepreneurship. Specific competencies catering to the entry level profiles identified through the market scans are additional, and are delivered through face-to-face interaction, computer based training and technology enabled channels including e-learning for full-time, part-time, on-site and off-site delivery options. The courses are aligned with the Modular Employability Skills Scheme and the course curriculum has been approved by NCVT.

Faculty Recruitment and Training of Trainers

CAP Foundation has a multidisciplinary team with dedicated resources for this project. New faculty have been recruited from the local areas and trained in the methodology to acquire to the required competencies. The training of trainers was conducted by the master facilitators on the basis of a training needs analysis. Capacity building workshops were conducted for the Trainers/ facilitators to ensure that they develop the competencies to deliver the customised contemporary and quality training. The project deliverables, target groups, partners perspective and project scope was presented and discussed at length during the TOTs. After the training an evaluation was conducted on the basis of understanding, observation, presentation and participation of the facilitator in the training sessions.



Mobilisation of Minority Youth

Identification and mobilization of the most deserving Youth is the most important beginning any of the skills training program in CAP. Continuing with CAP's strategy, the program selected disadvantaged male and female youth belonging to minority groups with diverse educational profiles. Mobilization/Road Shows were organized at community level to ensure awareness about the "Seekho aur kamao (Learn and Earn)" Training Program by communicating with the target groups of minority youth, their parents, community leaders, community representatives, religious bodies such as Churches, Anjuamans and Gurudwaras and

religious educational institutes like Madrasas in the project areas and to ensure optimization of penetration and reach of this initiative to the most vulnerable and deserving minority youth. The Road Show is a means of letting potential programme participants know of the Training Program and intervention, as well as of screening potential participants/trainees and counselling them about the variety of employment opportunities available. CAP worked with the existing community structures of the local government like Gram Panchayats and District Rural Development Authority to seek their support in identification of the beneficiaries wherever required.



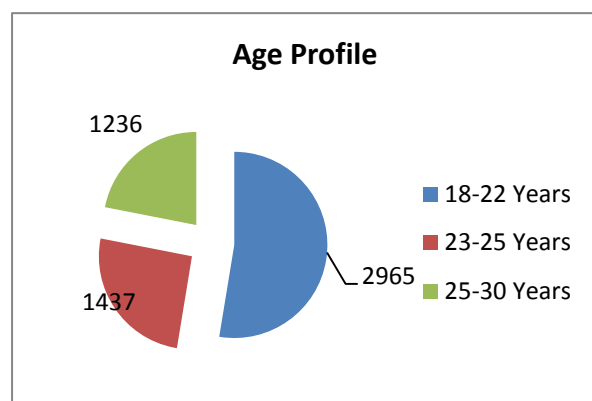
A mobilizer from the local community has been identified for every training centre. His / Her primary responsibility includes networking with the influencers/opinion leaders of the community to mobilize the youth to the training programme. He/she also coordinates with the family members of the enrolled students to curtail the drop out ratio if any and ensure that the employment opportunity provided to the

students after the training programme is not futile due to parental and other pressure the students/trainees may face while balancing work and family life demands. Mobilization of the candidates was conducted using different strategies and methods like community meetings, hand bill distribution, door to door contacts, road shows, street plays, use of public address system, news- paper ads, and local cable TV network.



SOCIO-ECONOMIC PROFILE OF YOUTH TRAINED

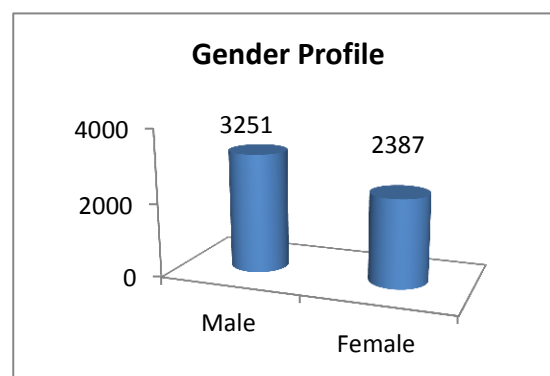
Of the 1480 candidates, belonging to various minority groups, who attended the road shows across the 10 locations that mobilization was conducted in 1217 students enrolled into program. The socio-economic profile of the enrolled students is as follows:



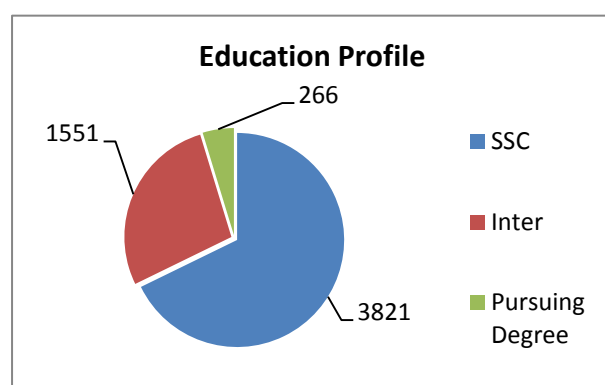
Age Group	Total
18-22 Years	2965
23-25 Years	1437
25-30 Years	1236
	5638

As can be observed from the table above, a majority of students (53%) belong to the age group of 18-22 years followed by 25% of the students in the age group of 23-25 years.

Gender	Total
Male	3251
Female	2387
	5638



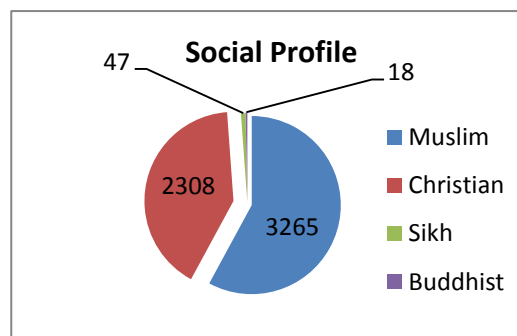
As can be observed across all states there was greater enrollment of male candidates into the program. At the project level the percentage of enrollment of male candidates was 57% as opposed to 43% enrollment of Female candidates.



Education Status	Total
SSC	3821
Inter	1551
Pursuing Degree	266
	5638

A majority of the students enrolled in the program (67%) have completed their Xth std. 11th-12 Standard followed by 27% of students who have completed their schooling.

Minority Group	Proposed %	Actual %	Total
Muslim	40	57	3285
Christian	49	42	2308
Sikh	4	0.08	27
Paris	7	0.02	18
Total	100	100	5638



As can be observed from the table provided above, 58% of the candidates enrolled in the program belong to the Muslim community, 40% belong to the Christian community and 2% are Sikh and Buddhist.



All of the districts in which the training center was established were locations where the predominant minority group was the Muslim community.

A tremendous effort was made to enroll candidates from the Buddhist and Sikh communities; however reaching to these new communities was a challenge. The only location that afforded communication with these communities was the center established in Gaya and Patna with both locations having less than 0.1% of their population being Buddhist and Sikh. Interactions with the local religious institutions such as Buddhist Monasteries to enroll Buddhists into the program did not lead to a successful source for

candidates. It was observed that finding eligible and deserving candidates who were under-privileged or unemployed and belonged to the Sikh community was extremely difficult as well.

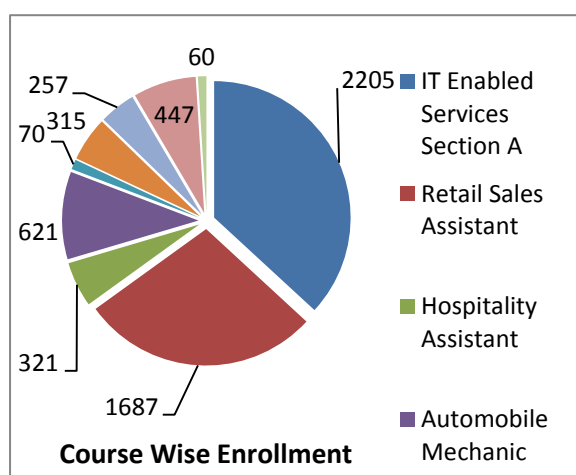
Set up of Employability Training Centres

Training centres were established in the identified districts or in locations in consultation with the state level livelihood missions. The location of the centers was such that it was suitable and provided easy access to the majority of the potential trainee belonging to minority groups. The basic amenities available at the training centres were tables, chairs, boards, LCD panel, computers, practical equipment, internet facility, water, toilet facility, boards, cupboards, electricity, LAN, models of the equipment etc. The centres were equipped with the practical material required for each course.



Course wise break up

S.No	Course	Trained
1	IT Enabled Services Section A	2191
2	Retail Sales Assistant	1623
3	Hospitality Assistant	242
4	Automobile Mechanic	542
5	WGS	45
6	Pharmacy Assistant	292
7	Hospitality	242
8	Bed side Patient Assistant	421
9	Multi Skilled	40
Total		5638



As can be observed from the table above, at the project level the greatest demand was for IT Enabled Services Course (39%) followed by the Retail Sales Assistant course (29%). Across each state Retail Sales Assistant was again the high demand course with the exception of Tamil Nadu where the Patient Care Assistant Course was slightly more in demand. A minimum of 3 courses aligned to MES and identified as per the Market scan were offered at each center with a maximum batch size of 35-45.

Training and Classroom Practices

The enrolled students underwent an

Induction Module which has been put in place by CAP to allow trainees to get oriented to the model's pedagogical perspectives that promote the "learning to learn" values in them and entering into a learning contract that is supported by self-learning, group learning and experiential learning. The Induction module also prepares the trainees to understand and adapt to the delivery of the integrated learning modules that include life skills and academics; Long-term career option pathway exploration, and access to market-oriented livelihood opportunities as essential core competencies in employability skills training.



Keeping the learning needs and learning styles of these youth, market oriented competencies were delivered to the trainees. 4 integrated components – basic academics, technical, life-skills and workplace preparedness comprise the curricula. The curriculum was delivered by facilitators and business mentors who contribute as guest lectures provide additional support. The training was for duration of 3 months to help the trainees to access market oriented opportunities.



Work Readiness Module

This module was aimed at making the students/trainees emotionally and technically equipped for the world of work into which they are about to enter. Since the young people trained under this project belong to minority group and are usually required to support their family, a network platform with businesses that offer guided placement and apprenticeship opportunities was required. This Business Mentor Network allowed the identification of non-exploitative family supporting opportunities besides close monitoring and supervision of the training quality.

Flexible timings allow the young people to earn and learn during convenient hours both in classrooms and at the workplace. The professionally managed team guided the Learning Modules - with faculty as

facilitators, mentored by the industry and professionals, youth friendly pedagogy with a strong self learning mode, clear learning outcomes, monitoring and guidance and an effective Community-Business-Government Stake holding.

The emphasis of the programme was on self-learning at one's own pace with clear-cut learning outcomes. The youth were ably guided and mentored by professionally

managed team and corporate mentors. The module on work readiness was conducted towards the end of the training course to certify that the trainees are fit to enter into the work world both technically and emotionally.

On Job Training and Placements

The entire process from market scanning to placement is done with the cooperation and sometimes the guidance of the businesses under the Business Mentoring Network. The students/trainees who are placed become the brand ambassador of CAP'S Employability Skills Training Program. For both the employer corporate and the community, the students/trainees who received placement become a symbol of capacity for training unemployed youth to make them market-capable; and to provide efficient and committed staff to the corporate world.



SUCCESS STORIES

Shabaz, 24, Gaya, CRS

“My life is a dream come true. From utter hopelessness to complete empowerment, my life changed dramatically after I completed the course at CAP Foundation supported by Ministry of Minority Affairs. I work for BSNL as a supplier and earn Rs. 30,000 a month. We were treated as outcasts by our better off relatives before. Now the same people are bringing marriage alliances for me,” grins Shabaz, an epitome of positivity and a never say die spirit. He has become a role model for the youngsters in his neighbourhood and work place.



C. Perumal, Kancheepuram, Customer relations and Sales

Perumalhails from Kunnavakkam Panchayat in Kanchipura, district of Tamil Nadu where he lives with his parents, three younger brothers, and a younger sister. Although his parents weren’t fortunate enough to attain formal schooling, they made sure that their children received good education. However, even after working very hard Perumal could not pass his final board exam in the 12th standard.

Perumal’s parents owned a small local pottery business where they would sell finished goods in nearby villages. After failing in the first attempt, Perumal once again prepared for the next attempt, while helping his parents in the family business. Unfortunately, as fate had it, Perumal’s father had an untimely death leaving his family behind. Being the eldest son, Perumal had to take up all the familial responsibilities and that was precisely when he understood that the meagre income he earned wasn’t enough to take care of everyone’s expenses.

Destiny struck again, in a good way when Perumal and his friends learnt about the skills’ training provided by CAP Foundation under Ministry of Minority Affairs’s Seekho aur Kamao scheme, through a road show conducted by the CAP team in their village. The promise of a decent job after the completion of a 3 month training was what motivated Perumal to take up the training at the first place. Very soon, Perumal visited the nearest training centre and underwent the aptitude test that is used to match the capabilities and choices of the candidates with the various courses offered. Perumal got enrolled under Customer Retail Sales (CRS) domain along with which he also learnt basic computer, life skills and spoken English.

Although initially confused, Perumal coped up with all his subjects and started enjoying the innovative methods through which classroom learning was made interesting. He made the most of his industrial visit and the guest lectures, while learning his own specialization. After

the completion of his training, he got placed as a worker in TVS WABACO with a salary of INR 6500 per month. After 6 months of hard work, he got an opportunity to work at Sundram Fastener which initially paid him INR 10, 500 per month. In the mean time, through his savings, Perumal contributed in the marriage of one of his younger brothers and his younger sister. Currently, other two of his brothers are working in the pottery business after the completion of their studies. Perumal now earns INR18, 500 per month and still takes care of his family. He whole heartedly thanks CAP Foundation and Seekho aur Kamao for giving him an opportunity to become what he is today.

Thulasimeena , Sriperumbadur, Nedside Patient Assistant

Thulasimeena hails from Kundrathur village, Sriperumbadur Tehsil, Kancheepural district of Tamil Nadu where she used to live with her parents and one younger sister. Despite of being an agricultural farmer, Thulasimeena's father worked hard to send his daughters to school. After the completion of her intermediate Thulasimeena's could not support her higher studies due to financial problems and her parents married her off to Mr. James from a nearby village who was working as an electrician in a small shop.



Thulasimeena soon delivered a baby girl after which her household expenses increased leaving them clueless about managing their outlay. One day Thulasimeena came to learn about the skills' training provided by CAP Foundation under the Seekho aur Kamao scheme, through the local church's announcement. She was motivated to join the training for the sake of a better future for her daughter as she soon visited the nearest training centre, which was 10 kilometres away from her village, and appeared for the aptitude test designed by the CAP Team to map the choices and affinities of the candidates to the different courses offered. She was enrolled under health care sector along with which she also learnt basic computer, life skills and spoken English.

She travelled everyday for 10 kilometres to reach the training centre and never missed her classes. She showed so much interest in her "on the job training" that she was selected by the same hospital where she was being trained, as a Nursing Assistant with an initial salary of INR 5000/-. With sheer hardwork, she also received a salary hike within a few months and now earns INR 8000/- She is extremely happy about her situation and her family life. She sincerely thanks CAP Foundation and Ministry of Minority Affairs for changing her life for the better. She is now confident about supporting her daughter and her dreams.

Md Tazuddin, 19, Anisabad, Patna, Hospitality

Mohammed Tazuddin is the 6th born of seven siblings. Born into a poverty stricken family, Tazuddin came last in the scheme of life for his parents. "I don't really blame them for it. Obviously, my father who is a petty trader was struggling to feed us and my poor mother

had to cook, clean and work as a domestic help. My elder sisters literally brought me and my brother up. They weren't sent to school but my brother and I went to Government school nearby. After I completed my matric, I had to discontinue as we had no money to attend college. I considered myself lucky when the mobilisation team of CAP Foundation came to our area. I joined the Hospitality course as I always loved hotels." Tazuddin works at a fast food outlet and earns a salary of Rs. 8000. For him, the biggest take away from the course besides the knowledge was the sense of identity he developed. "I never ever thought of myself before. I preferred to stay invisible in groups as I didn't think anybody would care about anything I said. But now, I think and speak for myself. I have learnt to dress well and take care of my health. In short, I'm a new confident, happy, focussed person. Thank you Ministry of Minority affairs! May you enlighten many more lives!"



**Ruby Bano, 20,
Anisabad, Patna,
Customer Relations
and Sales**

At 20, Ruby Bano speaks like a 40 year old! When you mention that to her, she says, "I started doing housework from the age of 3. And I started looking after my younger siblings very early because my mother's

health has always been very delicate. Maybe that's why," she smiles as she explains. Life, for most young girls in Patna like elsewhere in India for the underprivileged, is extremely tough. From learning to fend for themselves to being responsible for others in the family, having to understand social limitations, dealing with discrimination, warding off unwanted attention, they start fighting their battles even before they understand the meaning of the word. Ruby Bano is a quintessential youngster who has done all of these and emerged triumphant. After

having dropped out from school after completing 8th standard, Ruby grabbed the opportunity provided by Govt of India programme and took up Customer Relations as her option. Today, she works in a eatery for a salary of Rs. 8,500 which she hands over to her mother for household expenses after retaining conveyance allowance for her commute to work and back. “My employers are so happy with my work that they have offered me a promotion with a raise next month. If I hadn’t got this opportunity, I would have been married off by now. I’ve no words to thank Government of India and CAP Foundation,” she signs off.

Sabnam Khatoon, 19, Anisabad, CRS

“We live in Maulabad Fulwarisharif, a slum near Anisabad. In our area, girls are not allowed to study beyond primary school, if at all they are. Any girl who walks out of her house alone faces harsh comments and criticism on the streets as well as in the community. With the boys it’s entirely the opposite. They are forcibly sent to schools even if they are terrible in their studies because they are expected



to come up in life. Whereas girls like us are not allowed to go to school even if we are very good at our studies,” says Sabnam. So right from their childhood they get used to being treated as lesser being with zero ambitions? “Ambitions! Sorry, we are not even allowed to have any needs. We are expected to be grateful if we are given food, clothing and shelter. And our parents start looking for marriage proposals from the time we come of age. They are under pressure from the community to get us married off. Most girls get married between 16 and 18. I’m considered an outcast because I am 20 and still single,” she laments, “But I have been lucky. I found CAP when I was on the verge of a breakdown. What I learnt during my course has given me a new lease of life. From dressing well, speaking well to having faith in myself, I learnt everything during the course. I work in a school. I teach as well as do administrative work. I earn Rs. 8000 a month. My work has made me self sufficient. I support my parents too and they are greatly relieved from their financial burdens. I’m one of the lucky few whose parents don’t consider her a burden. At least, not anymore,” she sports a proud grin. Sabnam’s life is very liveable and she aspires to grow at her work place. “I will marry when I am ready and I will make it clear before getting married that I will always work. I am sure it will good for my kids to when I have them. An educated and working mother is far more capable of bringing up healthy children,” she nails it.



Anil KR, 22, CRS, Bansokthi Digha Ghat, Patna

When the going gets tough, the tough get going, it is said. But what happens to the weak? Well, their survival skills get the better of them. Anil KR was born a weak child. He started walking much after most kids his age did. But despite his limitations and lack of nutrition, one thing Anil realised very early in life

that education was their only recourse to battle poverty. However, much as he tried to do his best in his studies, his mother's ill health and father's penury compelled him to drop out before secondary school final exams. He was disheartened but he did not give up. Something kept telling him that he would find a way out of the menial job he had to take up and a way back into education. Sure enough, he learnt about Ministry of Minority Affairs skill development courses being conducted by CAP Foundation in Anisabad during a mobilisation programme. Customer Relations and Sales seemed like just what he wanted to do. He enrolled immediately and passed with flying colours. His joy knew no bounds when he got a placement immediately in an automobile accessories store. He earns Rs.9000 and is expecting a raise. "My supervisor is very happy with my performance. All thanks to GOVT OF INDIA and the facilitators of CAP who helped me gain thorough knowledge, taught me time management and many more skills. I am looking forward to a bright future. I'm able to contribute to our family kitty. My parents are proud of me," he says grinning from ear to ear.

Saibi Kaur, Anisabad, Patna

"In our Sikh community, there are very few poor people. Unfortunately, my parents belong to that category," says Saibi, ruefully, "Obviously, we had no standing in the society due to our financial conditions. My father would often hold his head with both his hands and sit crestfallen because of his helplessness to provide for us." Luckily, their community does not discriminate between genders. Saibi was always interested in her studies and exceptionally good too. "I was devastated when I was told to drop out after my 10th standard because



I had dreams of joining the services. One such day when I was feeling completely hopeless, the CAP mobilization team came to our area. They convinced my mother and I didn't need any convincing. This is what I was waiting for. I joined the CRS course and passed with flying colours," says Saibi proudly as she speaks of the help her salary of Rs. 8000 is to her mother in running the house. She plans to continue further studies once they get a little more stable financially. "I have decided to be a working woman all my life as I feel every girl must contribute towards her family and society," she says with a wisdom only a tough life can give.

Sagufta Afreen, 20, CRS, Anisabad, Patna

At 20 Sagufta is being hailed as a winner in her community today but 3 years ago she had to face discrimination, victimisation and suffered from inferiority complex as being a girl was treated as a curse in her family. "Girls are fed last after all the men and boys have eaten. We are not allowed to study beyond primary school. We are expected to stay at home and do the household chores. But I was different right from the beginning. May be that's why God helped me by sending CAP my way. When I heard about Government of India courses, my joy knew no bounds. I enrolled for Customer Relations and Sales and got a job in a school. I earn Rs. 9000 which is equal to my father's salary. I'm walking with head upright and a never say die spirit. I'm proud of being a girl and I believe I can live my life with dignity. My financial independence has ensure that," says a visibly happy Sagufta.



Financial Report



S. Sahoo & Co.

Chartered Accountants

Auditors' Report

To
The Board of Trustees
CAP FOUNDATION
Plot No 60, Ext.Road no 36, Survey No 41&42
Kauvery Hills, Jubilee Hills
Hyderabad - 500033, Telengana State

Report on the Financial Statements

We have audited the accompanying financial statements of "CAP FOUNDATION" (PAN: **AAATC5728R**), which comprises the Balance Sheet as at 31st March 2017, Income & Expenditure Account, Receipt and Payment Account for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements that give a true and fair view of the financial position, financial performance of the Organization in accordance with the accounting principles generally accepted in India. This responsibility also includes the maintenance of adequate accounting records in accordance with the provision of the laws for the time being in force, for safe guarding of the assets of the organization and for preventing and detecting the frauds and other irregularities; selection and application of appropriate accounting policies; making judgments and estimates that are reasonable and prudent; and design, implementation and maintenance of internal controls, that were operating electively for ensuring the accuracy and completeness of the accounting records, relevant to the preparation and presentation of the financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We have taken into account the provisions of the laws for the time being in force, the accounting and auditing standards and matters which are required to be included in the audit report.

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We conducted our audit in accordance with the Standards on Auditing prescribed by the ICAI. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material mis-statement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material mis statement of the financial statements, whether due to fraud or error. In making those risk assessments, the audit or consider internal financial control relevant to the organization's preparation of the financial statements that give true and fair view in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by organization's management, as well as evaluating the over all presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on the financial statements.

Opinion

In our opinion and to the best of our information and according to the explanations given to us, the afore said financial statements, give the information required by the applicable laws in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India;

- a) In the case of the Balance Sheet, of the state of affairs of the "CAP FOUNDATION" as at March 31st, 2017.
- b) In the case of Income & Expenditure Accounts, result of operation for the year ended on that date.

For S. Sahoo & Co
Chartered Accountants
FRN NO.: 322952E

CA. Subhajit Sahoo, FCA
Partner
M.M.No: - 057426

Date: 20.07.2017
Place: New Delhi

CAP FOUNDATION

PLOT NO 60, EXT. ROAD NO. 36, SURVEY NO 41&42, KAUVRI HILLS
JUBILEE HILLS, HYDERABAD - 500033, TELENGANA STATE

BALANCE SHEET AS AT 31ST,MARCH,2017			
		AMOUNT IN INR	
	SCHEDULE	F.Y.2016-17	F.Y.2015-16
SOURCES OF FUND			
I.FUND BALANCES:			
a.General Fund	[01]	111,279,343	95,443,024
b.Corporus Fund		1,001	1,001
c.Asset Fund	[02]	45,071,719	27,226,113
		<u>156,352,063</u>	<u>122,670,138</u>
II.LOAN FUNDS:			
a.Secured Loans		-	-
b.Unsecured Loans		-	-
		<u>-</u>	<u>-</u>
TOTAL Rs.	[I + II]	<u>156,352,063</u>	<u>122,670,138</u>
APPLICATION OF FUND			
I.FIXED ASSETS			
Gross Block	[03]	88,861,682	84,357,619
Less: Accumulated Depreciation		43,789,963	35,467,017
Net Block		<u>45,071,719</u>	<u>48,890,602</u>
II.INVESTMENTS			
	[04]	55,392,550	53,847,710
III.CURRENT ASSETS, LOANS & ADVANCES:			
a.Loans & Advances	[05]	12,015,810	28,833,231
b.Other Current assets	[06]	167,814,915	96,244,469
c.Cash & Bank Balance	[07]	119,058,727	186,114,801
	A	<u>298,889,452</u>	<u>311,192,501</u>
Less:CURRENT LIABILITIES & PROVISIONS:			
a.Other Current Liabilities	[08]	141,674,627	93,485,978
b.Unspent Grant Balance	[09]	101,327,031	197,774,697
	B	<u>243,001,658</u>	<u>291,260,675</u>
NET CURRENT ASSETS	[A - B]	<u>55,887,794</u>	<u>19,931,826</u>
TOTAL Rs.	[I+II+III]	<u>156,352,063</u>	<u>122,670,138</u>
Significant Accounting Policies and Notes to Accounts			
	[25]		

The schedules referred to above form an
Integral part of the Balance Sheet.

For & on behalf of :
S.SAHOO & CO.
Chartered Accountants



[CA.Subhjit Sahoo, FCA,LLB]
Partner
M No. 057426
FR No. - 322952E

Place : New Delhi
Date : 20.07.2017

For & on behalf of :
CAP FOUNDATION



[Dr. Nalini Gangadharan]
Chairperson



CAP FOUNDATION

PLOT NO 60, EXT. ROAD NO. 36, SURVEY NO 41&42, KAUVRI HILLS
JUBILEE HILLS, HYDERABAD - 500033, TELEANGANA STATE

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31/03/2017			
		AMOUNT IN INR	
	SCHEDULE	F.Y.2016-17	F.Y.2015-16
I. INCOME			
Grants	[10]	262,053,238	314,235,429
Contribution Towards CSR Activities	[11]	988,130	4,479,745
Other Contribution	[12]	292,100	252,900
Interest Income	[13]	12,666,830	5,682,073
Donation		1,280,000	2,033,520
Other Income	[14]	43,877,102	20,515,660
TOTAL Rs.		321,157,399	347,199,328
II. EXPENDITURE			
Programme Related Expenses :-			
Employability Skill Training Programme	[15]	244,789,246	302,658,566
Vocational Training Expenses		712,141	890,904
Other Programme Expenses	[16]	23,854,742	11,944,894
Corporate CSR Program Expenses		3,120,327	4,317,245
Office & Administrative Expenses		4,998,101	425,710
Assets Written Off (Including Grant Receivable)		1,327,535	5,321,092
Depreciation	[03]	9,222,351	11,636,829
Less: Depreciation transferred to Asset Fund	[03]	9,222,351	9,610,650
		-	2,026,179
TOTAL Rs.		278,802,091	327,584,591
III. EXCESS OF INCOME OVER EXPENDITURE	[I - II]	42,355,308	19,614,737
IV. EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO GENERAL FUND		42,355,308	19,614,737
Significant Accounting Policies and Notes to Accounts	[25]		

The schedules referred to above form an
Integral part of the Income & Expenditure Account.

For & on behalf of :
S.SAHOO & CO.
Chartered Accountants

[CA.Subhjit Sahoo, FCA,LLB]
Partner
M No. 057426
FR No. - 322952E

Place : New Delhi
Date : 20.07.2017

For & on behalf of :
CAP FOUNDATION

[Dr. Nalini Gangadharan]
Chairperson



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PLOT NO 60, EXT. ROAD NO. 36, SURVEY NO 41&42, KAUVRI HILLS
JUBILEE HILLS, HYDERABAD - 500033, TELENGANA STATE

RECEIPTS & PAYMENT ACCOUNT FOR THE YEAR ENDED 31/03/2017			
		AMOUNT IN INR	
	SCHEDULE	F.Y.2016-17	F.Y.2015-16
RECEIPTS			
Opening Balance			
Cash in Hand		324,950	548,323
Cash at Bank		185,789,851	254,202,707
Fixed Deposits With Bank		53,847,710	22,754,249
TDS Receivable		11,658,749	10,754,373
		<u>251,621,260</u>	<u>288,259,652</u>
Grant in Aid Received	[17]	89,120,854	254,944,805
Contribution Towards CSR Activities		-	4,282,500
Other Contribution	[18]	292,100	252,900
Interest Income	[19]	10,474,291	12,411,661
Donation		1,280,000	2,033,520
Other Receipts	[20]	43,048,176	21,794,660
		<u>144,215,421</u>	<u>295,720,047</u>
Loans & advances	[21]	18,468,250	4,699,361
TOTAL Rs.		414,304,931	588,679,059
PAYMENT			
Employability Skill Training Programme	[22]	200,038,247	302,724,312
Vocational Training Expenses		712,141	176,395
Other Programme Expenses	[23]	26,609,972	16,235,589
Office & Administrative Expenses		781,174	400,565
Loans & Advances Paid	[24]	1,650,830	16,733,203
Non Recurring Expenses		5,169,948	787,734
		<u>234,962,311</u>	<u>337,057,799</u>
Cash & Bank Balance c/d			
Cash in Hand		25,797	324,950
Cash at Bank		119,032,930	185,789,851
Fixed Deposits with Banks		55,028,308	53,847,710
TDS Receivable		5,255,585	11,658,750
		<u>179,342,620</u>	<u>251,621,261</u>
TOTAL Rs.		414,304,931	588,679,059

Significant Accounting Policies and Notes to Accounts [25]

The schedules referred to above form an
Integral part of the Receipts & Payment Account.

For & on behalf of :
S.SAHOO & CO.
Chartered Accountants



[CA.Subhjit Sahoo, FCA,LLB]
Partner
M No. 057426
FR No. - 322952E

Place : New Delhi
Date : 20.07.2017

For & on behalf of :
CAP FOUNDATION




[Dr. Nalini Gangadharan]
Chairperson

Schedule-25

CAP FOUNDATION

PLOT NO 60, EXT. ROAD NO. 36, SURVEY NO 41&42, KAUVRI HILLS
JUBILEE HILLS, HYDERABAD - 500033, TELENGANA STATE

**SIGNIFICANT ACCOUNTING POLICIES AND NOTES FORMING
PART OF ACCOUNTS FOR THE YEAR ENDED ON
31st MARCH 2017.**

A. SIGNIFICANT NOTES ON ACTIVITIES

CAP Foundation is a registered trust and an innovative workforce development initiative demonstrating end-to-end solutions to link learning and livelihood for disadvantaged young people and women. CAP Foundation facilitates exchange of resources, opportunities and competencies between businesses, communities through public-private partnerships that contribute to long term sustainable livelihood development benefiting the difficult-to-reach sections of young people.

B. SIGNIFICANT ACCOUNTING POLICIES

1. **Basis of Accounting:** The Accounting Standards issued by the Institute of Chartered Accountants of India are applicable to non-profit entities, only if any part of the activities of the entity is considered to be commercial, industrial or business in nature.

The Trust is not carrying on any activity in nature of commercial, industrial or business therefore the Accounting Standards are not mandatory and have been followed to the extent practicable or relevant.

The financial statements have been prepared under the historical cost convention and on accrual basis except stated otherwise. The accounting policies have been consistently applied by the society except stated otherwise.

2. **Fixed Assets:** Assets are stated at cost of acquisition including taxes, duties and other incidental expenses relating to acquisition and installation.



- a) Assets purchased out of grant received are charged to Income & Expenditure Account under the concerned project expenses head. Simultaneously Asset Fund is created against the value of the Fixed Assets charged to the Income & Expenditure Account.
 - b) In case of Assets created out of own fund is shown under the head Fixed Assets and an amount equivalent to the cost of the asset have been transferred to Asset fund from general fund.
 - c) Fixed Assets are shown at cost less accumulated depreciation in the Balance Sheet
 - d) No revaluation of fixed assets was made during the year.
3. **Depreciation:** Depreciation on the depreciable assets is charged on written down value method as per the rates and manner prescribed under Appendix 1 to the Income Tax Rule 1962.

<u>Item</u>	<u>Rate of Depreciation</u>
Computer Equipment & Accessories	60%
Building	05%
Office & electrical Equipment	15%
Furniture & Fixture	10%
Vehicle	15%

As the total value of the Assets acquired is claimed as utilization during the year of purchase, depreciation on such assets is adjusted against the Assets Fund for disclosure purpose in the Balance Sheet.

4. **Investment:** All the investment are in fixed deposits of schedule bank in compliance with section 11(5) of the Income Tax Act ,1961 and are stated at cumulative value (inclusive of accrued interest) at the end of the year.
5. **Retirements Benefits:** Contribution to provident fund is made in accordance with provision of the Employees Provident Fund and Miscellaneous Provision Act, 1962.
6. **Unspent Grant Balance:** The unutilized portion of the restricted grants are retained as part of Program Balances, for utilization as per the funders direction while sanctioning the grant. These balances were disclosed under the head Unspent Grant Balance vide schedule No.-09 in the Balance Sheet.

7. **Revenue Recognition:** Restricted project grants were recognized as income on the basis of utilization towards such projects, whereas unrestricted project grants and Donations were recognized on the basis of receipts in accordance to the guidelines on "Not for Profit Organization" issued by The Institute of Chartered Accountants of India.
8. **Bank Interest:** Interest earned including the interest accrued on savings bank as well as on the amount held under Fixed Deposit is reflected under the Income & Expenditure Account after allocating such interest derived on unutilized donor funds. The interest is accounted under the Receipts & Payment Account as the total interest received during the period from 1.4.2016 to 31.03.2017 in the savings bank account as well as in the Fixed Deposit account.
9. **Foreign Contribution:** Foreign Contributions (Foreign Grants/Donation) are accounted for on the basis of the credit advice received from Bank.

B. NOTES TO ACCOUNTS

1. Income and expenses are generally disclosed as per allocated budget of the funding/donor agencies.
2. There is no such income which is of a business nature as defined under Section 2(15) of the Income Tax Act, 1961.
3. Interest accrued on bank guarantees given for various courses as on 31.03.2017 are classified under Current Assets as "accrued interest".
4. Employer Contribution to provident Fund is accounted on payment basis.
5. Current Liability comprises of statutory dues payable as on 31.03.2017 which were paid before the date of signing these Financial Statements. Current liability as stated in these financial statements also included 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.
6. Provisions pertaining to the previous year were written off during the year under audit were adjusted against the grant receivable from respective donor.



7. Salaries were paid to the trustee as required under various projects and the same was disclosed under the annexure to the auditor's report in form no. 10B.
8. Previous year figures to the extent possible has been regrouped and rearranged wherever required.
9. **Pending Legal Case/Contingent Liabilities:** As informed to us by the management no case legal/criminal/ other are pending against the trust.
10. **The Organization is registered under :**

- a) Indian Trust Act vide registration No. 299 dated 19.11.2003 at Hyderabad.
- b) Section 12A of the Income Tax Act 1961 vide registration no. HYD/69(10)/12A/04-05 dated 19.11.2003. The organization has complied with the provisions of the act by timely filing of form ITR-7 with the Income Tax Authorities for the year 2015-16.
- c) FCRA,2010 with the Ministry of Home Affairs vide registration no. 010230592, dated 01.03.2004. The organization has complied with the provision of the Act by submitting the Form FC-6 with the MHA for the financial year 2015-16 within the due dates.
- d) PAN of the Trust is AAATC5728R.
- e) TAN of the Trust is HYDC01543D.

For & on behalf:
S. SAHOO & CO.
Chartered Accountants



[CA Subhajit Sahoo, FCA, LLB]
Partner
M No. 057426
FR No: 322952E

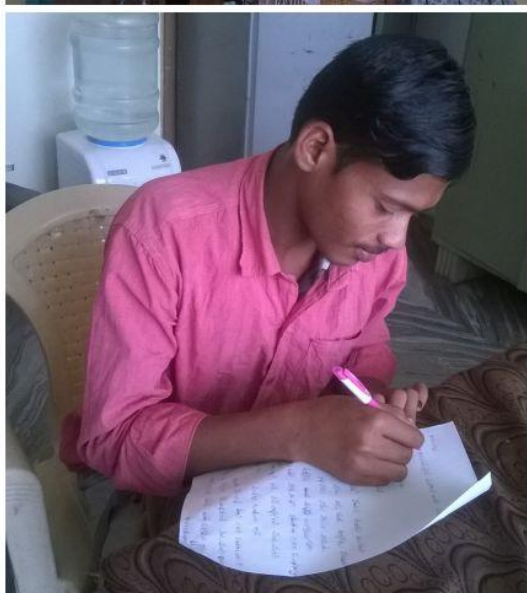
Place: New Delhi
Date: 20.07.2017

For & on behalf:
CAP FOUNDATION




Dr. Nalini Gangadharan
Chairperson

PHOTO GALLERY





Our Thanks and Deep Gratitude to our partners, donors and well wishers and all the young people who have travelled with us this year in our journey to link learning and livelihoods.

   सत्यमेव जयते	MoRD – SGSY, Aajeevika, Roshini
 Government of India Ministry of Minority Affairs	Min of Minority Affairs – Seekho aur Khamao
 Plan Be a part of it.	Plan India
	Microsoft Global Services Centre (India) Pvt Ltd (MGSI)
	Nokia India Sales Ltd.,- Microsoft
 AMERICAN INDIA FOUNDATION	America India Foundation Trust



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