



CAP FOUNDATION

Annual Report 2014-15

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Note from the Chairperson

We have continued the host of interventions underway in the Child centered Community Development program at Shapurnagar, Hyderabad working with children, young people, youth and women besides the schools in the project area.

Building on our experiences and insights gained from our work on projects in the backward districts that we had been engaged with over the last couple of years, we continued our deeper immersion into districts affected by extremism and disturbances that are referred to as Integrated Action Program districts across the country. Post the European Union program that was completed last year, CAP continued to work through the revamped Ajeevika and Roshini programs that replaced the former SGSY program of the Ministry of Rural Development in Left Wing Extremist affected areas in Jharkhand, Bihar, Odisha and Chattisgarh. CAP was engaged with the ministry in its consultations and workshops to develop elaborate Standard Operating Procedures for these projects. The more accountable and monitored structure of the program is a welcome step in building credibility and transparency in operations and impact.

A new dimension added to the focus has been to get more females into the job linked skills training programs especially in the remote and disturbed rural areas. With support from Intel Semiconductors, a pilot was initiated alongside the project with the Ministry of Rural development to demonstrate a public-private partnership model for inclusive programming. The outcomes have been more than satisfactory to all and we have learnt that equitable access to females is possible with some extra effort. This report has tried to capture the positive impact of this strategic focus and the potential it has for future planning and design of skilling programs for rural areas.

As always we owe all experiences, learnings and gratitude to the young people, the partners, government ministries and department officials and communities we are in touch with in the course of our work. We look forward to continuing our journey with strengths gained this year

Dr. Nalini Gangadharan



CHILD CENTERED COMMUNITY DEVELOPMENT (CCCD) INITIATIVE

The project operational area covers 32 suburban slum communities in Shapur Nagar and Balanagar areas located along the industrial belt in Quthbullapur and Kukatpally municipalities of Greater Hyderabad Municipal Corporation in Telangana. The families below poverty line in Quthbullapur area are estimated at 37%. The project communities are spread over a radius of approximately 6 kms from PU project office along the industrial belt. The population here has been growing rapidly with current population of approximately 225,816 persons and number of households estimated at 44136. These communities are mainly inhabited by low income migrant population from Andhra Pradesh and neighboring states. Majority of these slum-dwellers are dependent on daily wage labour in industries, construction, and domestic helpers.

The approach is one in which children, families and communities are active and leading participants in their own development. It enhances their capacity and opportunity to work together with others to address structural causes and consequences of child poverty at all levels. We tend to adopt a segmented approach while addressing the issues of children.



Some of the highlights and progress made this year include the following:

A. Promotion and protection of child rights among communities:

- 2700 adolescent boy and girls were provided with training on behaviour changes. There was also low awareness on issues related to child marriage and child abuse. Activities were conducted to increase the awareness to the parents on the adverse effects of child marriage and child abuse and on how to prevent them. At the slum level, Child protection committees have been established and trained so that they can prevent and address the issues related to children in the slums. The committees were trained on how to effectively respond to child protection violations.

“The team from Street Play has provided very useful and good information to all children and parents regarding the child marriage, child labor, child rights, and importance of education.”

-Ms. MAMTA & DIVYA Mothers at Jagatgiri Nagar

Through this program I am able to understand the child rights. I will henceforth ensure that if I come across any issue related to children, I will share and inform concern persons.

*- Mr. P. Anjaneyulu
Auto Driver, 60 Yards.*

- 2550 children were trained on corporal punishment and reporting mechanism. After the trainings, children were aware of reporting system and child help line numbers. Street Plays created awareness on importance of education for dropout children, consequences of child marriages, child labor and child rights etc
- The Project team also conducted trainings to Auto Drivers on child protection issues. Trainings re organised cluster wise and a total 200 auto drivers participated including union leaders and CPC members. They come to know about child rights, child trafficking issues, and reporting mechanism. The main agenda discussed was on child protection issues; child marriages and child related issues explained in detail.
- Capacity building trainings for Child Protection Committee (CPC) members were organised and a total 480 (male 42 & female 438) participated on handling reporting and referrals in case of violation of children rights. Capacity building to selected CPC members was conducted

B. Right to Early childhood Development and Quality education:

- School Readiness trainings were conducted for children in 32 slums. 20 children from each slum were participated with a total 640 children participating in all. Children who were moving from preschool to primary school were included. This activity mainly focused on promoting education to children. These Sessions were conducted with the involvement of preschool teacher, care taker, cluster volunteer, and health coordinator. Children were divided into small groups and provided with school readiness activities like pictures, creative activities, reading, writing, drawing etc. This activity helped children in developing their skills in reading, writing, and observation and a smoother transition as they primary school.

We are thankful to CAP

Foundation for these meetings, as a CPC member we got information about CWC and Government homes.

-Ms. Sanjeevini

CAP Plan project given good and useful training to us on Abacus, in this session I have learnt Additions, Subtractions, Multiplications, and Divisions by using the instruments. It is only the introduction session for us, and requesting to provide full course of training and provide related materials to our school.

- Ms. B. Annapurna, SA

Mathematics, ZPHS

Gajularamaram.

This training is very much useful to teach children to easily understand the Mathematics and is interesting

- Ms. M. Shailaja

SGT, MPPS, Shapur Nagar.

Every month complex meeting review and experience sharing meetings will be held in Shapur Nagar high school. The reviews will be on CCE methods practiced in the schools.

- Ms. Nagamani

HM, Ambedkar Nagar



- A workshop on daily Mathematics and Science operations to Primary and Secondary School Teachers was conducted for 25 teachers on Abacus mathematics subject with the support of a resource person has facilitated who also made participants to practice in the class. Through this workshop, the teachers have enhanced their knowledge to use innovative methods to teach children very easy methods for the students to understand and practise in their daily learning
- Refresher workshop to the Primary and Secondary schools Teachers on CCE (Continuous Comprehensive Evaluation) was conducted for primary and secondary school teachers in our operational areas of 32 schools. 28 teachers participated, among them 14 are women and 14 are men. In this academic year, more focus has been on the Government schools. This is the refresher workshop helped them identify their gaps in terms of practicing it in schools. It is also useful for school based evaluations of children for their assessment to be done on continuous basis throughout the year. The teachers adopt a continuous process to assess the children by observing, participating, asking questions, facilitating activities and small assignments.
- A Refresher Training workshop was conducted on compulsory education RTE

It was very good programme organized by the CAP Plan project, and refreshed on RTE Act, I have learnt about our roles and responsibilities in the school.

-Mr. Mohd. Arsha D. Hussain, ZPHS
Nehru Nagar

I am very much inspired by this session. I liked this program very much. It has given me a great personal and social awareness. I am very much happy to be here.

-Ms. B. N. Roj,
Adolescent girl participant, 60 Yards.

In this program we have learnt about sexual changes in male and female, about AIDS disease causes, symptoms and prevention of HIV and clarified our doubts, it was very use full for us, and thanks to CAP-PLAN.

-Mr. K. Ganesh
Aadolescent boy participant at
Maqdam nagar

Act, 2009 with 33 Teachers, 16 are women and 17 are men. This workshop discussed various issues including rights of children for free and compulsory education under the Act, every 6-14 years child should be in the school, teacher :children ratio: 1:30, class wise teacher's provision, school rooms, and WASH Facilities in the schools and how to improve all round development of the children in the school.

Lessons learnt and Areas of Improvement:

- Controlling the drop out children in the community and schools.
- Enhance the teacher's knowledge towards the mathematics subject.
- Mainstreaming and networking with the Government is one of the critical issues for sustainability of the programme.

C. The Right to Optimal health:

- Two Awareness Program to adolescent girls on health & ASRH at community level was conducted to 800 adolescent girls (32 groups at 25 members in each group) in 32 communities. These two sessions gave awareness on red book, anemia, symptoms, prevention, menstrual hygiene, awareness on HIV/AIDS and sexually transmitted infections and the final session was on clarifying their doubts and worries regarding adolescent sexual reproductive health and overall sessions. Through community consultation sessions, we are able to clear lot of doubts of adolescent girls regarding their personal hygiene, health, and nutritional care.
- Awareness session was conducted to adolescent boys in 32 communities on ASRH. 800 adolescent boys were participated. This session was facilitated by a resource person. Sessions were conducted in participatory and lecture methods.
- The main objectives were addressing the Adolescent health needs & problems that include sexual and reproductive health, current service provision such as STI, HIV/AIDS, and usage of health services by adolescents. Large group and small group discussion were done.

Now I am able to understand how many vaccines should be taken during pregnancy and know about how much weight should be gained.

-Ms. Sirisha,

Woman participant at Srinivasnagar.

CAP-Plan explained about health and hygiene. Washing our hands before taking meals, after defecation, and about personnel hygiene especially in menstrual periods time how to take precautions and use water when we use wash rooms. Through construction of Rain water harvesting pits water conservation can be achieved in schools and home.

- Ms. Archana,

13 year old school girl, ZPHS

Jagathgirinagar

In APPR consultation Anganwadi worker shared that the CAP-Plan conducted Hand wash meetings, which leads children to practice hand wash regularly. Request you to give this type of trainings to children in future. These trainings are very useful for children.

-Ms. Swetha,

Anganwadi worker at LB Nagar



- Safe Motherhood day event in 30 communities. Total 750 pregnant women were become aware on precautions, importance of institutional deliveries, nutrition, immunization and information on identification of danger signals, safe birth preparedness, and family support to the pregnant women on their psychological disturbances, post natal care and enrolling for birth certificates etc. These sessions helped pregnant women in institutional deliveries, exclusive breast-feeding, postnatal care, nutrition, about TT vaccines, and birth preparedness.

D. Awareness to mothers on malnutrition & growth monitoring at community level

- Conducted two awareness sessions to 960 mothers on causes and consequences of malnutrition, prevention, and management of growth monitoring of children in 32 communities. In these two sessions we included mothers having child with low birth weight.
- Today we discussed on nutrition deficiency causes in children; we come to know about the prevention and growth improvement in children. **Ms. Manjula, mother at Shapur Nagar**

I am maintaining sanitary napkins to be disposed properly in incinerator at the time of monthly periods.

-Ms. B. Lavanya

*13 years old school girl at
ZPHS Jagathgirinagar*

We discuss about the problems we face when we are not using toilets and the importance of using toilets.

-Ms. Anuradha

*Woman community
member at Krishna Nagar*

- **Lessons learnt and Areas of Improvement**
- Creating awareness to mothers on malnutrition which is resulted in reduction of percentage in malnutrition
- Institutional deliveries are increased and there is no maternal death.
- Creating awareness and sensitizing the mothers on immunization is resulted to percentage of fully immunized children
- Need to work more with Health workers for proper functioning.
- Strengthening peer groups and involving parents.

E. The Right to Drinking water and clean environment:

Conducted class wise session to build the capacity on hygiene promotion techniques with children in 30 schools. In this session class wise syllabus was explained from 1st class to 8th class which was provided by Plan India. Total 8825 (4590 Girls and 4235 boys) children were participated. This session was mainly focused on water purification methods, safe water, f-chart, better sanitation, personnel hygiene, menstrual hygiene for girls, and usage of incinerator, kitchen waste management, and solid waste management.

Awareness to build the capacity of Anganwadi children on WASH were conducted, 2050 Anganwadi children were participated on water and sanitation from 80 Anganwadi centers in operational area. In this session orientation to children through songs on hand wash practices and stories on personnel hygiene and videos on maintaining cleanness among the children were conducted.

The team conducted monthly meetings to WASH committee members on monitoring WASH facilities in 30 schools. Total 210 children, 30 SMC members and 30 WASH champions participated. On Global Hand Wash day on 15th October 2014, world toilet day on 19th November 2014 and world water day on 22nd March 2015, focus was laid on monitoring WASH facilities in schools and monitoring sheet was updated with SMC members and identified issues in schools.

Awareness programs to community members on open defecation were conducted 3 times in 3 communities and

I have improved my communication skills and I have learnt life skills like how to behave in work place and how to communicate with others. Now I am very confident for getting good placement.

-Ms. Latha, Shapur Nagar

I have attended 3 trainings in 5 days. The topics covered is monitoring essential services, different types of tools, what is the Gender, gender equity and Equality, in Bamboo shoots training origin of rights and articles, Problem solving tree and also learned importance of vote and registration of vote.

-Ms. Pinky,

Indira Nagar, Youth member

Today we have learnt about child rights. Today we took school as main topic and drafted the facilities available in school and things need to be developed are listed.

-Mr. Ganesh,

Jagathgiri gutta, Child council member

total 150 members participated. This session mainly focused on hygienic practices, like “no” to open defecation, practice of solid waste management, safe disposal of kitchen and bathroom water and ensuring proper drainage to vector born diseases.

Lessons learnt and Areas of Improvement

- To strengthen WASH champions for regular monitoring of WASH facilities in schools
- To build the capacity of SMC's on WASH facilities
- To improve the capacity and sensitize school staff, teachers, and head masters on monitoring sanitation facilities in schools.
- To concentrate and work more with WASH committees for the quality sanitation facilities in schools
- More focus to be on open defecation in slums



F. The Right to Adequate standard of living;

Cluster wise refresher training was conducted to 360 SHG leaders on financial literacy. This trainings motivated the members to inculcate sound financial planning in their normal decision making process, enabling women to understand their present and future household needs and requirements and also motivated women to save money from present household cash flows for supporting future cash flows and income. Making women aware of various financial services and products, including savings, credit, investment, insurance, pension, etc., and considerations for availing these services, for achieving their financial goals.

G. Long term One Year Diploma Vocational Course:

A total 100 Students [Male: 64, Female: 36] are supported in Long Term One Year Diploma Vocational Training. Students

We have visited Government schools and ICDS center for monitoring essential services. We have written some reports on field visit.

-Mr. Sunil Raja, Youth member

We decided to make commitment for further project meetings, and also we have learnt regarding ICDS centres and government school. Finally we had decided to prepare monitoring tools for essential services.

Mr. P. Shilpa, Youth members, Jagathgirigutta

In today's meeting we understood the importance of Life skills, and we have learnt about attitude, goal setting, and time management.

-Ms. K. Akhila, Participant at Jagathgirinagar

from 32 communities trained on employability skills like facilitating technical skills, life skills and communication skills and livelihood skills. A Coordinator was appointed for overall monitoring of the program.

The courses are; Diploma in Physician Assistant [PAD], Diploma in Automobile Engineering Technician [AMD], Diploma in Hospitality Management [HMD], Diploma in Book-Keeping & Accountancy [BKAD].

H. In Short-term Vocational Course: A total 100 youth from 32 communities [Male: 41, Female: 59] selected and given training on employability skills like facilitating technical skills, life skills & communication skills and Livelihood. We have hired Coordinator for overall monitoring of the program.

Certificate courses offered in Customer Service and Relation [CRS], Certificate in Hospitality Assistant [HA], Certificate in Information Technology and Enabled Services [ITES], Pharmacy Sales Assistant [PSA].

Conducting guest-lectures to students to understand the different industrial scenario, focused on how to improve communication skills and interview skills among the students to face the interviews.

Lessons learnt and areas of improvement:

- Providing job placement is very complicated to the vocational college students because of migration. Therefore continuous counselling and motivation is required
- Difficult to liaison with Government schemes, providing internal financial linkages to Self Help Groups.

I. The Right to Children's participation as active citizen:

Conducted Bamboo shoots refresher training to 30 youth clubs, in this training we had discussion on origin of rights, articles are explained with action, difference between needs and rights and problem tree with solutions.

Through this training I have learnt so many good things. For example time management, goal setting, values and perception and attitude. If we waste the time it will not come back, we have to plan our time effectively. And also we have to create our goals as realistic, time bound, measurable, and achievable. I also came to know about SWOT analysis.

-Ms. SD. Shaista Begum,
Participant at Suraram Village

Today meeting was good, because, after 10th fail / drop out students if they have to continue their studies this training is very useful. They will improve their career with skill development courses which will in turn improve family wealth. If the families get well status then the status of state will improve.

-Ms. N. Bhagya Laxmi,
AW Worker, Maqdam Nagar

Today we have discussed regarding school drop outs, we all are identified dropouts, and we will try to rejoin these dropouts to regular school if their age permits, otherwise we will promote students for open schooling.

-Ms. Sony,
SMC member, VV Nagar



J. Other Trainings for capacity Building

- Training provided to 10 Child Council consists of 400 children on essential services identification with linkage to child rights. Basic introduction, available of essential services in the community, preparation of mock tools and assessment of essential services tools.
- Conducted refresher training to youth clubs on essential services in 6 clusters with 60 member participation. We have trained on identification of essential services with linking to child rights and on social audit process and monitoring and evolution methods of essential services and preparation of essential services tools. Through APPR Consultations the youth members were actively participated in this meeting and they had visited ICDS centers and school for observing (Government) essential services immediately. They prepared essential services mock tools.
- Conducted life skills training to 1040 children participants on identity and background, goal setting, values and perception, SWOT analysis, time management and attitude. Through APPR consultations they are able to understand the importance of life skills and they conducted SWOT analysis for themselves.
- Interface meeting with SMCs, SHG, and Government departments was conducted at community level in 6 clusters with 1500 members of participants. In this meeting we had discussion regarding skill development courses for career growth, drop out children and functioning of child protection committees in the community level.

Lessons learnt and Areas of Improvement

- Conducting trainings to children with Bamboo shoot experiences helps the participatory learning.
- Youth participation in groups now increased. Parents are now accepting girls to participate in heterogeneous groups.
- Ownership and voluntary involvement in the community issues is very less.

Gaps and Way forward:

Working in association with health departments and with CDPO for ensuring on maternal and child health through quality health services at community level and quality ECCD services mostly on preschool education

- Need to work more with Health workers for proper functioning.
- Strengthening peer groups and involving parents.
- To ensure quality of food in Anganwadi centres with support of CDPO.
- Enhance teacher's knowledge on abacus.
- More concentration on continuous comprehensive evaluation activities.
- Ensure more focus on drop out children.
- Better livelihood promise through skill training and better financial behavior.
- Imparting financial literacy for Self Help Groups
- Orientation on micro enterprises and self-employment for youth and women.
- Strengthen WASH champions in schools for regular monitoring of WASH facilities in schools
- Strengthen SMC's capacities on WASH facilities
- Sensitize and build the capacity of school/ staff teachers, and Head masters on sanitation facilities monitoring in schools.
- More work with WASH committees for the quality of sanitation facilities in schools
- More children clubs and youth group have to monitor essential services.
- Need to improve male participation in youth group meetings
- More focus on open defecation slums





SWARNAJAYANTHI GRAM SWAROZGAR YOJANA – PROJECT OF MINISTRY OF RURAL DEVELOPMENT FOR JOB PLACEMENT LINKED EMPLOYABILITY SKILLS TRAINING TO RURAL BPL YOUTH IN UTTAR PRADESH

A large number of youth from poor families has benefitted from the job linked skills training programs of CAP in partnership with the the Ministry of Rural Development, especially focussed on remote and backward rural districts and those likely to be affected by extremis. Usually, youth from these locations come from farming or menial labour families where a fixed income is not guaranteed. Some of the girls are expected to marry young and therefore miss the opportunities to be educated and eventually find a career. These expectations are gradually being eroded with the help of CAP facilitators and mobilizers who inspire ambitions and fuel dreams. The skills training program acts like a platform that will provide a stepping stone to greater things. Through this training program with special focus on rural females to access and benefit from the training, the landscape is experiencing an influx of ambitious and well prepared females, while inspiring their peers to follow suit.

To the glee of their families a large number of the Below poverty Line (BPL) have found work with a fixed monthly income. Some of the female students who would have been wed early have instead pursued careers and further education, with encouragement from their families. An underlying consequence is the cultural paradigm shift when it comes to girls. Instead of a rushing them into marriage, parents are slowly accepting the role their daughters can play to financially provide for the family. A large number of the candidates on this program are female, and if this trend continues the national Gender roles will surely be affected as well.

Another very heartwarming effect is the fierce ambition and change in perspective these youth experience after the training is complete. Before joining CAP, most of the students

were shy and lacked grand ambitions. However, after speaking to them they exhibited a great desire to progress their success. A majority of them are keen to pursue a higher education and fulfill their childhood dreams to have sustainable careers. Others expressed the desire to pursue management positions in the workplace, something they never dreamed of before. And some wish to open their own businesses in the area of training. I had a chance to speak with some of the students and a heartwarming tale kept resurfacing. These youth due to their poverty had no idea how to talk to their richer neighbours or peers. However after the training, their self-worth was realized and as they gained their confidence that fear was erased. The ripple effect of this program will transcend generations, and gradually have a hand in steering the nation toward prosperity.

UTTAR PRADESH

The project which was initiated 2013 has covered the Hamirpur, Mahoba, Banda, Jhansi, Lalitpur and Jalaun of Bundelkhand region, Chandauli and Mirzapur of IAP Districts and Lucknow, Kanpur, Varanasi and Allahabad district .

Under the project, CAP was to ensure that out of the total beneficiaries covered, a minimum of 50% will from SC/ST, 15% from minority categories and coverage of woman will be maximum to the extent possible.



CAP ensured that all components were delivered to realise optimal results for the trainees and the project itself. These included mobilization of the most deserving beneficiaries through roadshows and door-to-door campaigns, Curriculum development based on identified labour market employment opportunities, selection and Training of Trainers, adequate training, infrastructure , equipment, Teaching aids, raw materials, provision of adequate utilities , providing support to selected candidate to attend training with to and fro transport fee, Assessment & Certification of trainees at the end of training, job Placement support, MIS, Tracking of placed candidates and reporting .

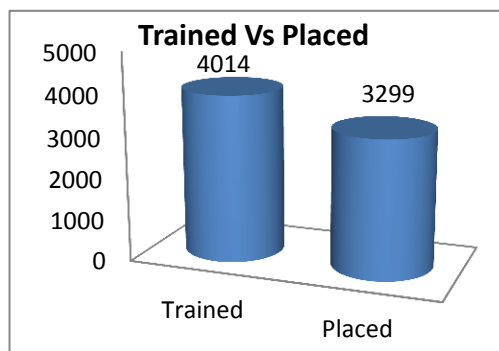
Beneficiary selection was done in consultation with the state governments DRDAs through appropriate awareness and publicity campaigns and advertisements in local electronic/print media. Care was taken to ensure 100% of candidates selected were from BPL families and youth who completed 100 days of employment under NREGA in the Districts

Courses offered included

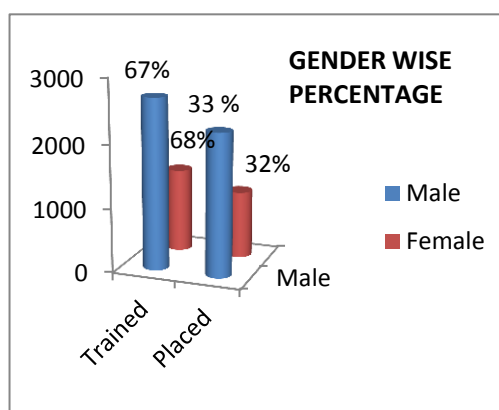
- Information Technology Enabled Services
- Customer Relations & Sales
- Hospitality, Nursing Assistant
- Bed Side patient Assistant, Pharmacy Assistant

224 (2%) students have dropped out during the training programme

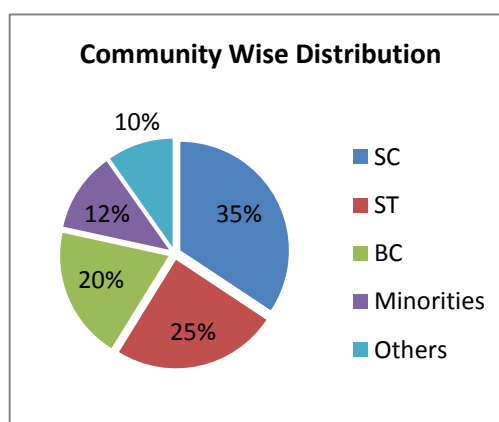
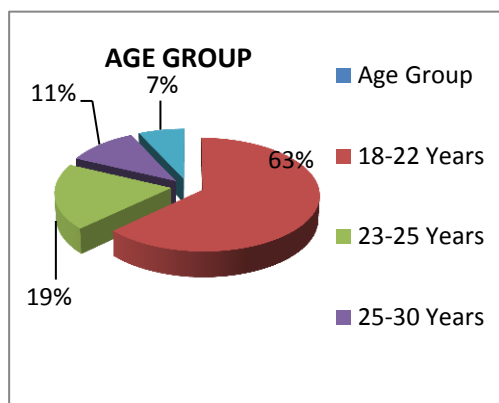
6478 (82%) beneficiaries were placed

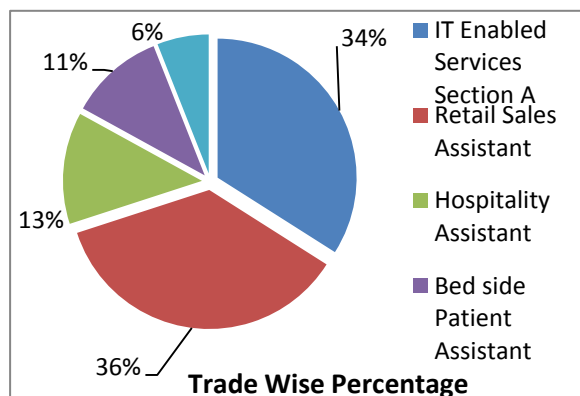
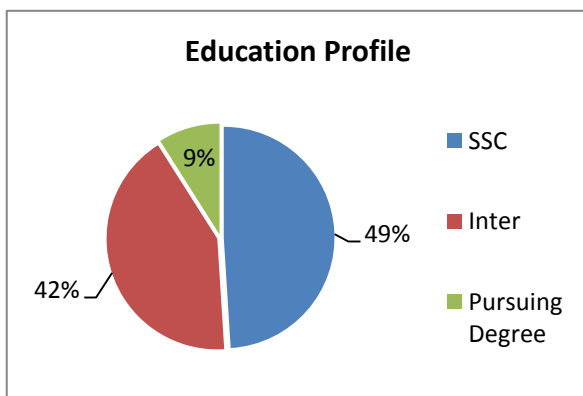


Gender Analysis of beneficiaries Trained		
Particulars	Uttar Pradesh	
	No	% to Total
Male	4998	62
Female	3000	38
Total	7998	100
Minority	609	9
SC/ST	3606	55
Others	2263	34
Total	6478	100



Gender Analysis of beneficiaries Placed		
Particulars	Uttar Pradesh	
	No	% to Total
Male	4692	58
Female	3306	42
Total	7998	100
Minority	1236	15
SC/ST	4124	52
Others	2638	33
Total	7998	100





Results at a Glance

Details	Target (No.)	Achievement (No.)
• Beneficiaries Trained	7900	7998
• Beneficiaries Placed	5925	6478
• Coverage of Women against the targeted 40%	3160 (40%)	3306 (41.8%)
• Coverage of SC/ST against targeted 50%	3950 (50%)	4124 (52.02%)
• Coverage of Minorities as against targeted 15%	1185 (15%)	1236 (15.64%)
• Coverage in LWE/IAP districts	Yes	Yes
• Coverage in Bundelkhand districts	Yes	Yes
• Coverage in Tribal Districts	NA	NA
• Coverage in Backward districts	NA	NA

Distribution of Placed Trainees as per Salary Range

Salary Range	No.	%
• 2501-5000	0	0
• 5001-6000	4272	66
• >6000	2206	34



Particulars	Total Target	Achievement completed trg.	% achievement to Total target	Achievement Placemekt done	% placement to Total Target
	Nos.	Nos.	%	Nos.	%
i	ii	iii	iv	v	vi
Uttar Pradesh	7900	7998	100	6478	82



CAP has structured the training in such a way as to ensure the holistic development of a student and thus modules such as life skills and implementation of the Individual Youth Development plan were included. The project has changed them and has a significant impact on their lives

- Although the boys were easily recruited to join, a thorough campaign had to be conducted to get parents/guardians blessing for girls to attend. Through the vigorous campaign conducted by staff, the numbers indicate a great increase in female students in both the class and work fields. For many of these students, they represent the first step in their families' transformation and gradual financial stability. At a relatively young age, they provide a sustainable monthly income that was previously elusive. It was not surprising that a couple of former students have eventually join the program at CAP as facilitators, as they experienced the market and driven to share and bring up their peers.
- The Life Skills modules have helped the students in understanding the various aspects of practical life. It has also equipped them with skills to deal with difficult situations, make rational decisions, and establish positive interpersonal relationships. It has had a very positive effect on their self-image and development of their self-help skills.
- Financially, it has transformed them from being idle and not having any idea about future to earning money and being a productive resource to the family. Now with skills acquired, they are able to earn money for themselves and their families. With assured income they are able to take care of their family' financial problems, clear debts buy items for the family; spend money on health and education of the siblings.

- Socially, they have gained good relationships with family and friends and with the industry. The trainees find it satisfying to get recognition from the family and the community.
- Learning computers, being able to speak in English and having a regular job has enhanced their self-esteem and recognition in the community. Professionally, they have good relationship with the people with whom they are working.
- They receive support for promotions and upward mobility in their careers. They take their careers seriously and are able to communicate effectively. They also go through the newspapers and look online seeking further professional support in their careers.
- Attitudinally, they have gained enormously. They think positively, work hard and are better disciplined. In addition, they are taking feedback positively and working hard on it so that they can move forward.
- The parents endorse the perception of the trainees, for they see tremendous change in the lives of their children. While the trainees were not serious enough about their career at the beginning of the project, they have become serious during the training with a clear goal post both in terms of short term and long term.
- Another significant outcome of this project is the impact it has had on the community as a whole. There is greater awareness of the opportunities available and a willingness to accept alternate means of livelihood.
- This project has had an impact on the corporates also. They have become sensitive to the need to support the disadvantaged in upliftment of their life. The partnership and commitment shown by some of the corporates has been encouraging. For the businesses, the impact of the programme was that it provided an opportunity to “give back to the society” by engaging themselves in the training programme and providing the marginalised youth an employment which is the last mile stone in the journey.





GENDER FOCUSED PLACEMENT LINKED EMPLOYABILITY SKILL DEVELOPMENT PROGRAMME FOR RURAL YOUTH IN EXTREMIST AFFECTED (LWE) AREAS

It has been observed that the share of agriculture in the workforce has declined for various reasons. It is necessary to divert this manpower to other core sectors which are growing rapidly and provide them with the necessary skill to become employable. According to UN Women, India's growth rate can make a quantum jump if women in the country get equal opportunity in the core sectors of the economy. Technology enablement of girls has a strong gender correlation with their self-confidence. A study of certain recent graduates of a year-long ICT course in Mumbai found that it was a “key gender equalizer” because it boosted women’s self-confidence and opened up the possibility of generating an independent income. Such psychological effects were not observed in male graduates.

CAP initiated a female-focussed skills training and job placement program supported by Intel Semiconductors. The project is an innovative public private partnership to demonstrate a model to address poverty which is one of the primary drivers of insurgency in these districts known as the ‘red corridor’ in India. Intel’s support augmented CAP’s delivery of the SGSY program of the ministry of rural development.

Project Vision

The vision of the Project is to empower disadvantaged young girls in some of the most backward districts of India that are affected by extremism and otherwise known as “Red corridor” with IT linked livelihoods and assess the socio-economic impact of the same. This Project is exclusively for the red corridor districts in the states of Bihar, Orissa, Chattisgarh, Jharkhand, Andhra Pradesh and Maharashtra.

Objective:

- Train 1000+ women from the Left Wing Effected areas of Bihar, Chattisgarh, Jharkhand, Orissa, Andhra Pradesh and Maharashtra empower them with employable skills that helps them to access growing labour market opportunities and assimilate into the emerging new economy.
- Place at least 1000 women in new economy jobs and tracked/supported for continuity for a year.
- To focus on poor and vulnerable groups with increased focus on SC, ST and minority
- Community structures would be engaged in identifying the most deserving candidates
- Socio economic impact assessment would be done and reported at the end of the project to get the Model ready if required for replication and upscale

Target group:

- Disadvantaged women in the age group from 18 to 25 yrs
- Working women involved in agriculture sector
- Women with disabilities
- Young women dropped out of school
- Un-employed women
- Migrant women
- Female Casual workers

Implementation:

CAP Foundation has conducted rapid analysis of the labour market opportunities and submitted to the ministry rural development for project approval. Block wise mobilization strategy has been followed, villages with maximum youth population were identified and the villages were mapped.



CAP Foundation follows a tried and tested 9 step model processes of its well tested, proven and demonstrated Basic Employability Skills Training (BEST) model and included a labour market assessment to identify potential jobs and employers and to identify the profiles in sectors that have employment prospects. The course, content and requisite competencies of

trainers have been derived from the results of the study. CAP used its already well developed content for the courses. Training delivery was in the local language through translation of content, while students were also provided Basic English proficiency training. Identification of trainers and faculty was done by drafting the services of the already existing multidisciplinary team of CAP have been used for the project. New faculty were also recruited from the local areas. CAP conducted the training of trainer's module to the staff besides providing them on site support to ensure quality of the programme. Trainers were trained in the methodology to acquire the required competencies to deliver the BEST model. The trainers were oriented on the Intel partnership and the Easy Steps Facilitation guide.

Training centres were established in the districts of

- Khammam and Adilabad in the state of Andhra Pradesh.
- Gaya, Munger and Patna in the state of Bihar.
- Bastar, Bijapur, Dantewada, Kawaedha, Narayanpur, Rajnandgaon and Surguja in the state of Chhattisgarh,
- Bokaro, Jamshedpur, Ramgarh, Ranchi and Saraikela in the state of Jharkhand.
- Gadchiroli and Gondia in the state of Maharashtra.
- Keonjhar, Koraput and Rayagada in the state of Orissa

For enrolment, Women between the age group of 18-25 yrs. were identified through a mobilization process which included meeting each sarpanch and the village opinion makers and local administration was appraised on the project and they were taken into confidence for mobilizing the eligible youth. Road shows were conducted and youth was oriented about the scheme and an interest inventory test was conducted before enrolling the students into the program. Individual counselling was done and female students were admitted to the courses according to their interest inventory results. Deserving candidates as per the local DRDA/state government list were identified through the mobilization process. The potential trainees have been put through a basic aptitude test to help them decide on enrolment into the courses on offer at the designated centres.



Intensive training was provided to the enrolled candidates to acquire necessary competencies and skill sets in 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.

All the trainees underwent on the job training / apprenticeship. Post Training 1142 candidates had received job placement support. More than 75% of the students have been placed with salary ranging from 4000 to 15000.

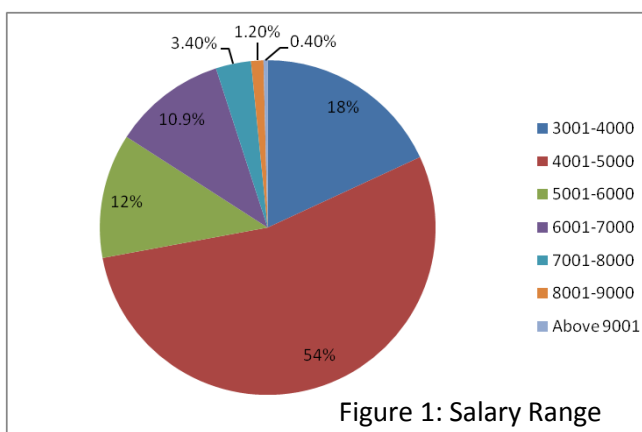
To facilitate Certification and assessment of trainees concurrent internal and external assessment of trainees on both theory and practical has been conducted and certification was by Edexcel through CAP Workforce Development Institute. *Edexcel is part of Pearson, the world's leading learning company which has an educational heritage rooted in names like Longman, Heinemann and Prentice Hall. This provides international certification to the students.

The enrolment details for the project are as follows:

Name of the State	Location of training Center	Trained
Andhra Pradesh	Adilabad	80
	Khammam	220
Total		300
Bihar	Gaya	79
	Munger	75
	Patna	106
Total		260
Chhattisgarh	Bastar	63
	Bijapur	13
	Dantewada	78
	Kawaedha	5
	Narayanpur	48
	Rajnandgaon	83
	Surguja	69
Total		359
Jharkhand	Bokaro	69
	Jamshedpur	23
	Ramgarh	70
	Ranchi	162
	Saraikela	52
Total		376
Maharashtra	Gadchiroli	27
	Gondia	160
Total		187
Orissa	Keonjhar	14
	Koraput	10
	Rayagada	4
Total		28
Grand Total		1510

Outcome:

CAP Foundation has been successful in implementing the project as planned and after successful completion of the course 1142 women have been placed with salaries ranging from 4000 to 15000. While most of them i.e. 54% of them have been placed with salaries ranging from 4001 to 5000.



The program has targeted backward districts of Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand and Orissa.

The placement record in each of the states is as follows:

Andhra Pradesh: Training was provided to 300 women in two centers in the districts of Khammam and Adilabad with one training center each, 243 trainees have been placed with salary ranging from 4001 to 9000.

Bihar: Training has been provided to 334 students in the red corridor districts of Bihar such as Gaya, Munger and Patna. Out of all the students who have received training 176 of them have been placed.

Chhattisgarh: 302 trainees have been placed from 5 training centers in the state of Chhattisgarh with salaries ranging from 4000 to 9000. The majority of them have been placed in the range of 4000 to 5000.

Jharkhand: Training has been provided in 5 districts of Jharkhand, 248 students have been placed in the range of 4000 to 7000. Majority have been placed with salaries ranging from 4500 to 5000.

Maharashtra: Training has been provided in the districts of Gadchiroli and Gondia in the state of Maharashtra. Out of the 187 students who have received the training program 154 of them have been placed.

Orissa: 19 trainees have been placed from the training centers in Orissa. The salaries are ranging from 4000 to above 9000. Majority of the trainees have been placed with salaries ranging from 4000 to 6000.

Name of the State	Location of training Center	Trained	Placed
Andhra Pradesh	Adilabad	80	59
	Khammam	220	184
Total		300	243
Bihar	Gaya	79	40
	Munger	75	47
	Patna	106	89
Total		260	176

Chhattisgarh	Bastar	63	60
	Bijapur	13	10
	Dantewada	78	71
	Kawaedha	5	5
	Narayanpur	48	42
	Rajnandgaon	83	69
	Surguja	69	45
Total		359	302
Jharkhand	Bokaro	69	49
	Jamshedpur	23	13
	Ramgarh	70	31
	Ranchi	162	117
	Saraikela	52	38
Total		376	248
Maharashtra	Gadchiroli	27	18
	Gondia	160	136
Total		187	154
Orissa	Keonjhar	14	7
	Koraput	10	9
	Rayagada	4	3
Total		28	19
Grand Total		1510	1142

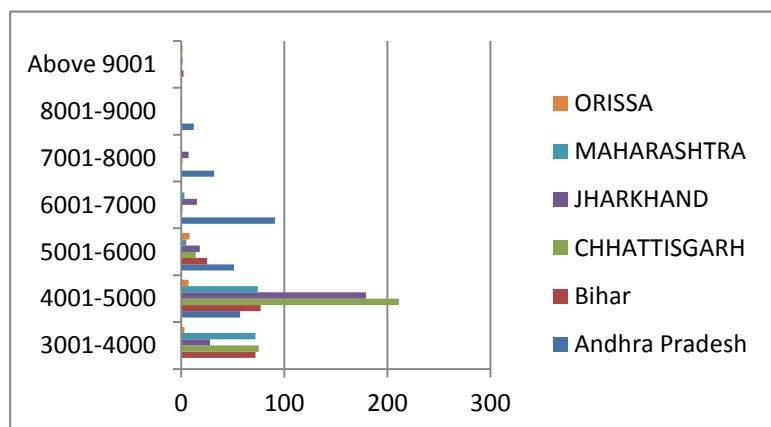


Figure 3: state wise salary break up

The following Bar graphs help us identify the salary ranges in which the beneficiaries have been placed in each state.

State/Range	3001-4000	4001-5000	5001-6000	6001-7000	7001-8000	8001-9000	Above 9001	Total
Andhra Pradesh	0	57	51	91	32	12	0	243
Bihar	72	77	25	0	0	0	2	176
Chhattisgarh	75	211	14	1	1	0	0	302
Jharkhand	28	179	18	15	7	0	1	248
Maharashtra	72	74	5	3	0	0	0	154
Orissa	3	7	8				1	19
Total	250	605	121	110	40	12	4	1142

Figure 2: Table: State wise Salary break up

Profiles of placements: After the successful completion of the training program the trainees have been placed in various positions as the pie-diagram indicates. It has been observed that majority of them i.e. 42.6% have been placed as Billing Assistant. 14% of the students have been placed as Data Entry Operators among various other jobs. Here, we can observe that we have more than 60% linkage to the IT related skills and 22% in customer interaction related positions and few other positions.

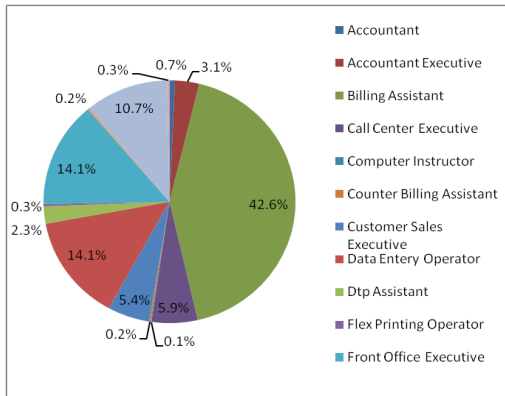


Figure 4: Positions placed

Educational Background: The trainees have educational background ranging from 8th standard to Class +2. Majority of the trainees have completed class 10.

It has been observed that trainees who have studied up to class 8 have been placed with salaries ranging from 4000 to 5000. Trainees who have studied up to class 9 have also been placed in the same range. And trainees who have studied up to class 10 have been placed in the highest salary range, ranging up to 15000. Trainees who have completed senior secondary have been placed with salary ranging from 4000 to 8000

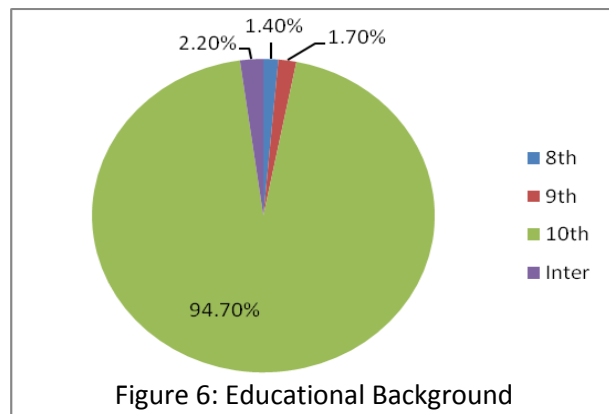


Figure 6: Educational Background

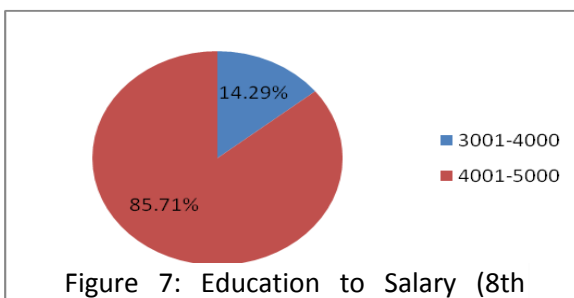


Figure 7: Education to Salary (8th)

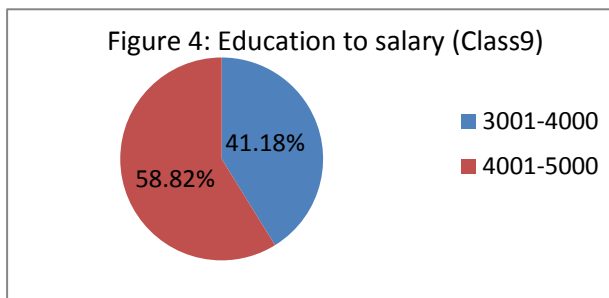


Figure 4: Education to salary (Class9)

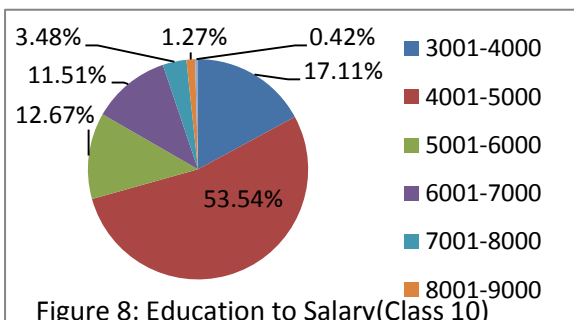


Figure 8: Education to Salary(Class 10)

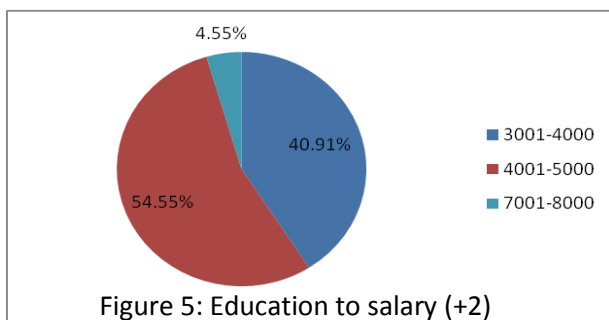


Figure 5: Education to salary (+2)

Madhuri Thakur: Madhuri Thakur underwent training at Rajnandangaon, a naxal affected district in Chhattisgarh. Upon successfully completing her training she was offered a position as an executive in an Easy Day outlet (Easy day is a retail outlet part of Bharti Retail Pvt. Ltd) in Raipur earning a starting salary of INR 5,500/-. She was then promoted to Assistant Team Leader and shifted to the Easy Day outlet in Bilaspur, Chhattisgarh where she is currently drawing a salary of INR 10,000/-. Her job profile includes allocating responsibilities to the 22 members of her team, stock verification and maintaining correspondence via emails with customers wishing to return the damaged goods. She stays away from her family at a ladies hostel in Bilaspur.

Madhuri has six members in her family which include her father, mother, grandmother, younger brother and younger sister. Her father is the only earning member of the family and he works as a daily wage labourer in a rice mill. She is currently in the last year of her college where she is pursuing a B. Com degree through correspondence. She received her primary and secondary schooling from a government school in her village and completed her intermediate schooling at a government college. She has always wanted to earn for herself but did not have the opportunity to earn before this program. Madhuri feels during the course she learnt important life skills and social skills such as learning to be friendly with others and to behave with kindness towards others. She also learnt a lot about the technical details of the course such as how to deal with customers.

Madhuri felt that her faculty were very friendly. They used to ask her to talk in front of her fellow students regarding many topics, whereby her confidence levels increased. She gives part of her salary to her father and also uses it for her studies. As stated earlier, Madhuri was very happy when she received her first salary and she gave it to father, Madhuri gives most of her salary to father. As the sole bread winner of the family along with a wife and two children to support, her father, initially struggled to provide for even the basic household expenses. With the extra income, her family is able to afford all the basic necessities without being spread thin or left wanting for more. This also allows for Madhuri to be able to support her brother in continuing his education as he was initially planning to drop out of school. Most importantly she says that the skills that she has learned from her program allow her to excel in her workplace. Interacting with different type of customers, how to maintain and update stock databases, how to communicate effectively via emails are all skills that she points out which have helped her at her workplace. Living alone in Bilaspur away from her family makes her sad on occasion but on the flipside she says that getting the job is the happiest moment of her life. Madhuri says that she has been informed by friend and relatives that she is more confident and that they are proud that she is now capable of living of her own away from her family without any fear. They are also impressed with the amount of knowledge and experience she has gained since she started the program and now that she has been working. People used also often comment on how shy she used be and how her behaviour has changed since.

Currently, Madhuri is focussed on completing her B.Com degree, but says that she wishes to get a job in a government bank as she feels that it would be a good fit for her.

Bhagvati Lilhare: Bhagavati Lilhare's family consists of her father, mother, elder brother, elder sister and self. They live in a village in Sonpuri, Gondia where both her parents are farmers, both her elder siblings married with their own families to look after. She completed her schooling up to the 12th standard from the school in their village. However, though she wished to, she could not pursue higher education at the time as her parents could not afford the college fees. She have always wanted to earn a salary for myself. She feels they weren't many opportunities open to her after school. This is one of the reasons why she joined the employability skills courses of CAP as she say she heard that the course would be able to connect her to jobs.

She joined the IT Enabled Services course after she heard about it from a friend of hers who had gone through a similar course. Besides learning the technical aspects of the course, she feel that most important thing that she learnt from the course was that she could do anything that she set her sights on if only she work hard. She feels good to know that she can make all these important decisions on her own.

She felt the faculty and specifically spoken English facilitator are/is extremely encouraging and always motivating her give the best. According to Bhagyati the most important thing they told her was to be fearless. Bhagvati say gave her first salary to her parents. Being farmers they do not earn enough for household expenses she wanted to contribute in whatever way she could. She has recently started saving part of my salary so that she can use it to pay for tuition fees when she finally decides to go back for higher education. Now that she is earning she is confident that she can put self through college without being dependent on anybody else.

"Learning a technical skill such as computer operation has benefitted me on the job front" says Bhagyati. Now she feels that she has skill set which sets her above other school graduates. Learning to be confident and fearless is something she learnt from the course and believes that it has changed the way she behaves. Earlier she says she wasn't capable of small tasks such as going shopping to the local stores let alone being able to work far from home. But now she consider self capable to do any task, she says she feels that now she is confident enough that she is considering moving out of home into a hostel closer to work.

"My communication skills have also come in great use, whether it is at work talking to my boss or whether it is at home talking to my neighbours I am not as shy as I used to be." is what she says when asked about what she has learnt from the course. Before the program when her parents wanted to get her married, was scariest and saddest movement of her life. Now after the course she knew the moment her parents started thinking differently about her is when they told her that she didn't need to get married right away because she had learned on she own and know how to stand on her feet. "They were proud of me and that felt good." She said. Most of her neighbours and relatives told her that she is not as shy anymore and says they pay more attention to what she says.

She wishes to go back to college one day and get a degree. She feels that it would help her move in her career and provide with required background and skills. She says she is already saving money to be able to pay the fees and looking forward to fill the enrolment papers.

Ashtami Mahato: Ashtami Mahato has five members in her family. Her father is a farmer in small village in Seraikela District, Jharkhand and her mother is a housewife. Ashtami also has a younger sister who has also joined CAP Foundation to do a course in Bed-Side Patient Care and a younger brother who is still in school. She has completed her education till the intermediate level but was unfortunately unable to qualify in the last round of examinations.

Ashtami has always felt the need to earn for herself as she did not want to be dependent on her father. She gave many interviews in the year and half after she left her school in the hopes of finding a job. However, her search did not prove to be fruitful at the time.

Ashtami underwent training in IT Enables Services and she says that she has learnt a lot during her program regarding the technical trade as well as many valuable life-skills. Most importantly, she felt that she has benefitted from picking up computer skills as she knew that these skills would help her to find the kind of jobs she was looking for. She had always been fascinated by computers and was very happy and eager to learn the use of different Office Applications. After failing to complete her schooling, Ashtami felt good about completing this short term program as she felt that it would enable her to have better access to the job market.

She gave part of her first income to her family and used the other half to buy herself the basic necessities she required as she was going to be living on her own in order to be closer to her workplace. She is using her income to support herself and pay for rent and other utilities as she has to live away from my parents. Whatever is left over she tries to save it in case she needs it in the future.

Ashtami explained that the biggest change she observed was being able to secure a job after attending the livelihoods program unlike the many problems she faced before. Initially, the year and half spent looking for a suitable job had left her with low self-esteem. She felt that she would never be able to accomplish anything on her own. However after the training program and finding a job, Ashtami now has faith in her own self and her newly learned skills. Ashtami says she feels that now she is now on the right road and can see a certain direction and purpose in her life.

Ashtami felt that her saddest moment in her life so far was when she failed the intermediate examination. She was afraid that it would be a black mark on her record forever. She says that she didn't have very many happy moments before joining the program, but the happiest she has been was when she learnt that she has secured a job at Aegis Call Center

Ashtami's parents are very proud of her and have told her that they are incredibly happy to see her working and to be making something of herself. Admiring her success and perseverance, her sister, now considers Ashtami as her role model and has also decided to follow her footsteps and has enrolled in CAP Foundation. She says that members of her village often comment on the fact that as a girl she has set an example for others in the community.

Ashtami's dream in life is to find a good government job that will provide stability. She is happy to gain experience in her current job, but her long term goals include getting a college degree and working in the government.



Kirti Vishkarma – supervisor / colors dept store:

Kirti's father is a carpenter and mother is a housewife. Although there is an expected family income, it is not fixed. As the oldest sibling in a family of three children, Kirti is setting a great example for her younger brother and sister (the youngest sister enrolled at CAP and is also currently employed). After being informed about CAP by boys from a nearby village, she convinced her family to let her join as it would cost nothing for her training. There she learnt sales and promptly placed at the store she would eventually be employed at. Her current salary is 6000 rupees per month, with 4000 being sent back to her family. The experience at CAP has provided her with a new sense of purpose and drive, she wants to return to school and complete her BA in Business and Commerce. Eventually she will open her own clothing store.

Bhati Bais – Patient Care Assistant:

Born in a family of 5, Bhati's father is a labourer and elder brother is a painter, consequently this means there is no fixed income in the household.

She completed her 12th standard but was unable to proceed further due to lack of finances. She was left no choice but to stay at home and help around the house. She received word from her peers in the village about the free program offered at CAP and was inclined to enrol into the Bed side Patient assistant training program. After successfully completing the program, she received employment in a clinic located in Raipur.

Her current salary is 5000 rupees monthly. She aims to pay for her further education and eventually become a nurse and serve people to fulfill her childhood dreams. She also has ambitions to become a part-time singer.





Preet Malashwari – Patient care assistant: Born into a large household that includes 14 members, and all with a variety of jobs Preet is happy to be able to make contributions to the family's finances.

After completing her 12th class, she was unable to proceed further as the family would not allow her to study further. She was staying at home until her form 8 class teacher informed her about the CAP program, and convinced her family to let her join. There she studied and practiced Bed side patient assistant. After successfully completing the course, she got a job at a clinic as patient care assistant. She also acquired computer skills and Hindi/English typing lessons.

Her current salary is 5000 rupees per month, with 2000 going to the family and the rest spent on expenses and savings account (To date she has saved 7000 rupees). She aims to finance her post-secondary education, while pursuing nursing and a Bachelor of Science.

Kushal Kumar Bhandui – Motor Cycles – Assistant Mechanic: Born in the village of the village of Baroda, New Raipur he is born in a family of farmers. The household has four members, the parents and a younger sister.

At 18 years old he has completed the 10th class but has yet to enroll for the 12th class. He was introduced to the CAP program through his younger cousins, and immediately joined. Through the Customer Relations, Sales and Marketing program at CAP he was able to find a job at Vandana Bajaj, a moto cycle repair shop.

With a salary of 6000 rupees monthly, he has goals to pursue further education through college and perhaps one day become a policeman. He has also in his savings account with 86000 rupees which he wants to invest in the family home. He will use the money to upgrade his house from mud structure to a more durable Stone house. He credits his personal progress to CAP and the skills, discipline and forward thinking



Impact assessment after 6 months of completion of the programme

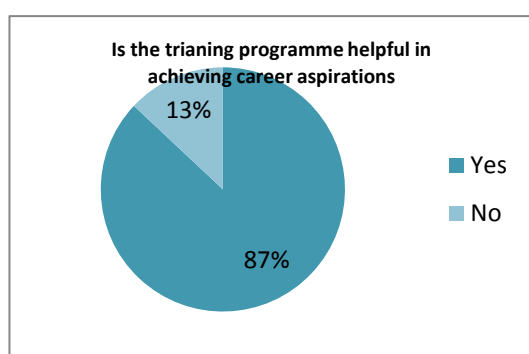
A sample of 250 (25% of the target) candidates was taken for conducting the assessment study on the impact of the programme. A questionnaire was developed to understand the impact of the programme in the areas of financial independence, social gains and personal development.

Of the 250 candidates, 156 (62%) women continue to work on the jobs. The remaining 94 have left the jobs after working for more than 3-4 months due to reasons related to marriage, shifting of the family or being on the family way.

A questionnaire was administered to the respondents to study the following aspects:

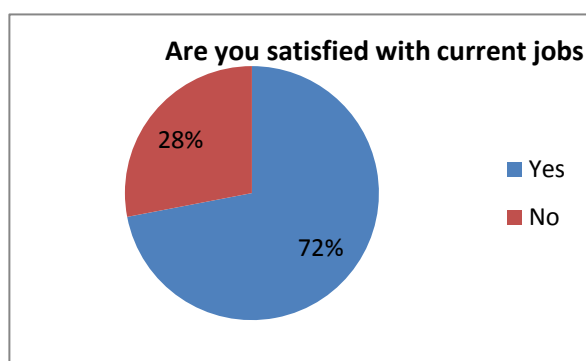
1. Response to the training provided
2. Response to the Placement support provided
3. Response to the work related issues

Following is the analysis of the survey:



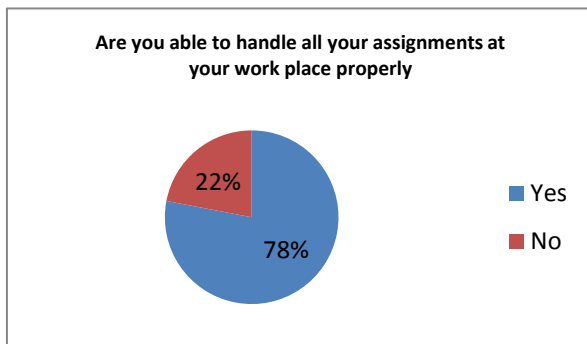
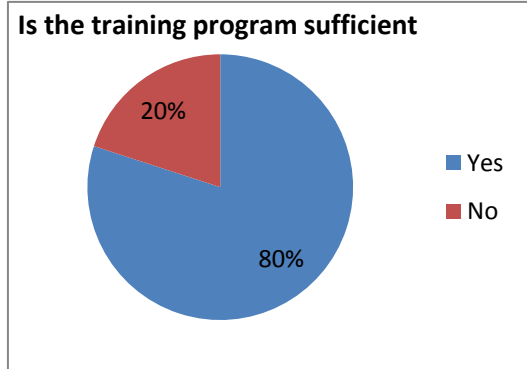
87% of the respondents have mentioned that the training programme has helped them realise their career aspirations. 13% who have mentioned that they were not able to continue in the jobs due to family reasons.

100% of the respondents have mentioned that the facilitators at the training centres were adept in delivering the curriculum.



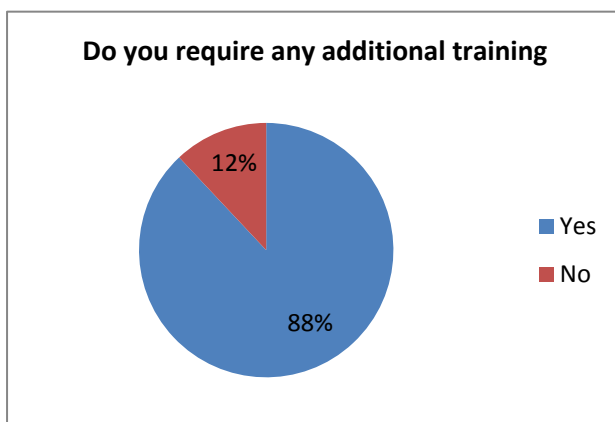
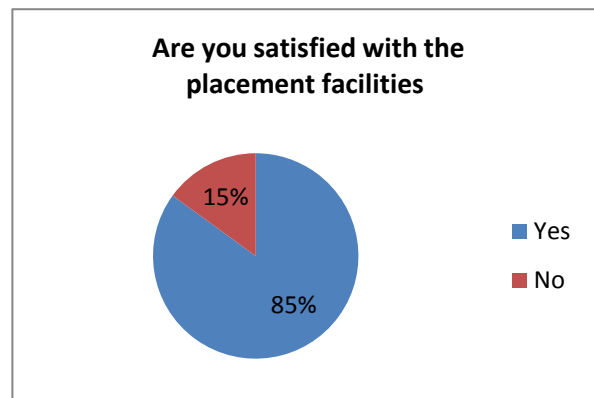
72% of the respondents have mentioned that they are satisfied with their jobs. 28% have indicated that they are not too satisfied with the jobs as they have relocated from their villages to the cities for the jobs and would prefer to go back if an opportunity is provided close to their residence.

80% of the respondents have mentioned that they find the training programme sufficient. While the other 20% have mentioned that it would have been more helpful if the training programme was for a longer duration. They felt 3 months was a short duration to both acquire the knowledge and to practice the same in order to be able to become employable.



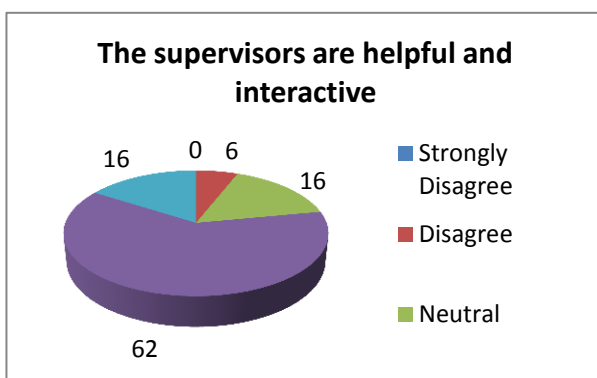
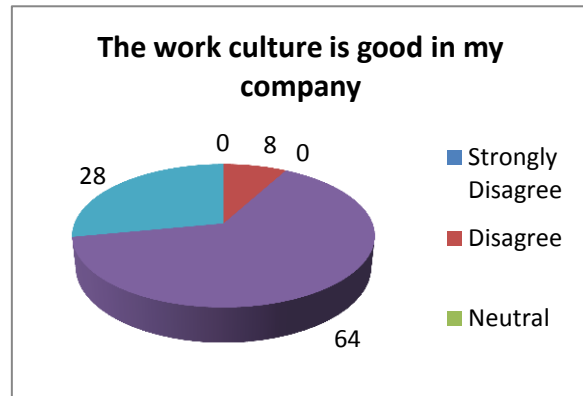
78% of the respondents have mentioned that the training programme has equipped them with all the skills required to perform their duties at work. 22% have mentioned that improvements are required in helping them more with more spoken English and work – life balancing skills.

85% of the respondents have mentioned that they are happy with the placement opportunities provided by CAP and the remaining 15% has indicated that they would have preferred jobs locally.



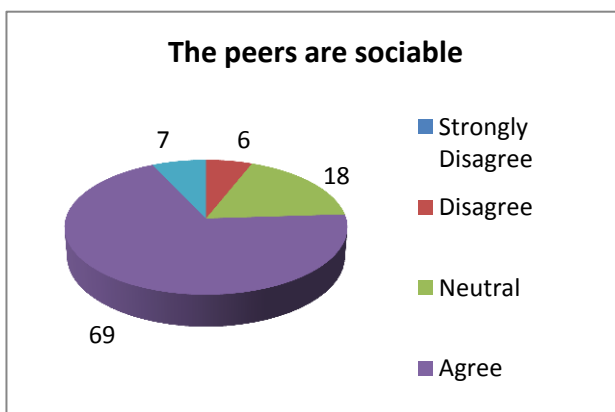
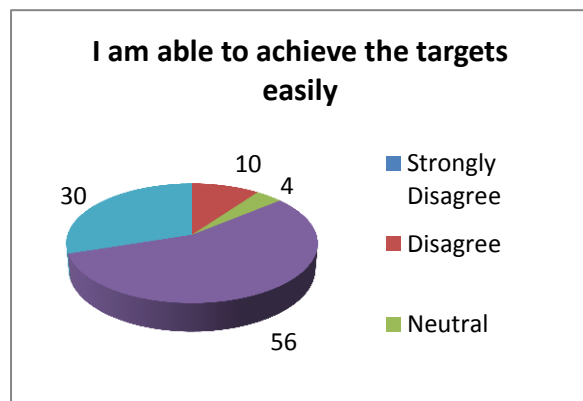
88% of the respondents have mentioned that they will may seek the assistance of CAP for getting a new job as they have now are aware of the opportunities available and are confident to be able to access jobs on their own. The rest have indicated that will speak to the facilitator who has trained them to seek guidance.

Almost 100% of the respondents have mentioned that they will recommend the programme to other family members and friends in their communities. Almost 100% of the respondents have indicated that the standard of living of their families has improved. On an average each respondent saves about 5-8% of their earnings and gives 30-40% of their income to their families. 64% of the respondents have mentioned that the work culture in their company is good and 8% of them have disagreed.

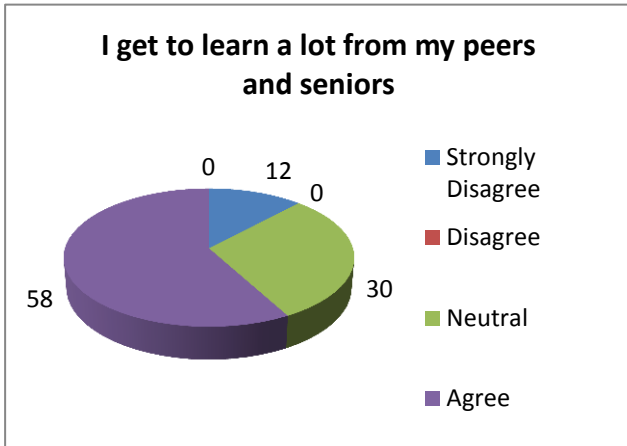


16% of the respondents strongly agree and 62% agree that their supervisors are helpful to them in discharging their duties.

56% strongly agree that they can achieve their targets. 10% of the beneficiaries have mentioned that they struggle to achieve the targets due to time management and supervisor related issues.

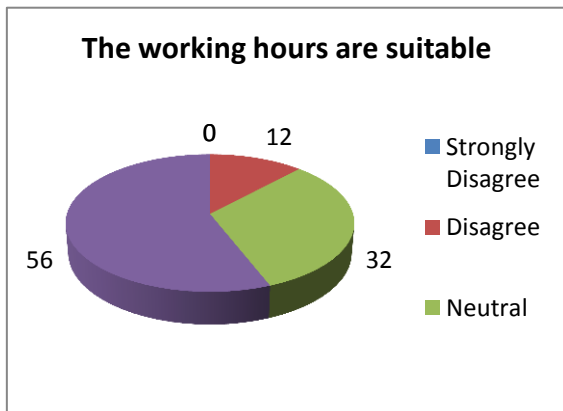
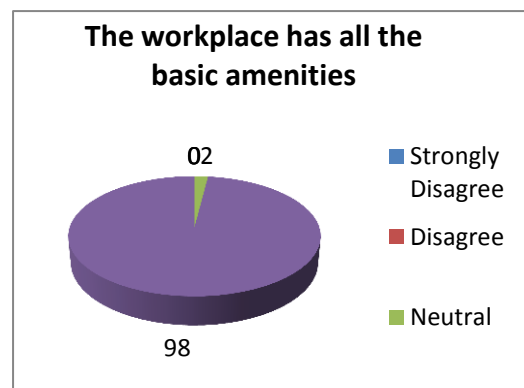


69% agree that their peers are sociable but 6% strongly disagree and are still are struggling to adjust the new environment of an urban location and are unable to connect with their peers.



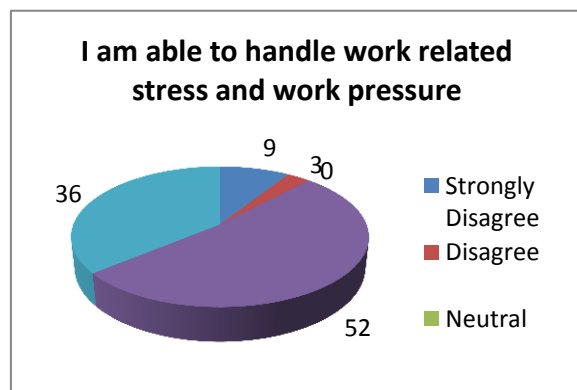
58% agree that they have learnt from their peers and seniors while 12% strongly disagree. They feel that their peers are not cooperative with them as they are not from the urban areas.

Since the placements are in the organised sector, 98% of the respondents have mentioned that their work place had basic amenities. The 2% which have been neutral were unclear on what they expected.



32% of the respondents were neutral, while nobody disagreed. 3% of the respondents have mentioned that they are unable to handle the stress and work pressure. Large percent of respondents have either agreed or strongly agree. This is the reflection of the lifeskills module delivered during the training programme.

The assessment of the programme has clearly indicated that the success of the training programme lies in its inimitable curriculum with unique components like Life skills, Career exploration, Work place preparedness, Apprenticeship/Job shadowing, Academic certification, Individual Youth Development Plan, Placement Support, Entrepreneurship Development support and Advanced Learning Opportunities for alumni.



Sudha Devi, 29, Bed Side Patient Assistant (BSPA), Anisabad, Patna: While on one hand young girls are struggling to find their feet in the world outside, there is a section of young mothers who are venturing outside their homes to give their children food, shelter and education. Sudha Devi was at her wit's end when her husband, a petty trader, would spend half the paltry sum he earned, on alcohol.

“As it is, what he earned from his paan dabba was barely enough. Added to that was his addiction to alcohol. I would curse my fate when I had to put my 5 year old daughter and 3 year old son to bed on hungry stomach. But one day when I happened to meet one of the CAP facilitators through an acquaintance, I



realised I could do something about my life. I enrolled for BSPA course as I always was fascinated by nurses. MoRD and CAP brought us back to life. Once I completed the course, they also got me a job in a hospital. I have been working for more than a year now and I already have saved for my children's education,” says Sudha who has become a role model for the young married women in her neighbourhood.

Sudha's attitude underwent a transformation once she completed the course and found employment. She works at Neetu Nursing home which is considered a good hospital in Patna. “I have decided to send my children to the same courses if they are still available when they grow up. Simply because this is the best training I feel,” she says.

“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 CAP Foundation. When I was asked to speak on stage at an event in Delhi, I was surprised at my own confidence. I never knew I could speak so confidently in front of a huge audience. But I did and I think it's all because of the confidence I developed as an individual and a professional,” she signs off.

Mamatha, 21, Customer Relations & Sales, Adilabad: Mamatha’s childhood in Turati, a remote village in Adilabad - a drought prone district - was beset with hunger and poverty. Born to illiterate parents, she grew up amidst 6 siblings all of them hungry mostly. Her father, a daily wage labourer and mother, a beedi worker, in their struggle to make two ends meet did not pay any attention to their education. But Mamatha unlike her siblings continued to study in a government school and passed her intermediate as well from a government college. She couldn’t continue further due to extreme lack of resources and decided to earn to support her family.



“When the CAP mobilization team came to our area, I was super thrilled,” she narrates with a glint in her eye and a smile on her lips, “They explained the courses offered by MoRD and I couldn’t believe my ears when they said I didn’t have to pay anything.”

Naturally good with people, she opted for Customer Relations

& Sales. “What I liked best about the course besides the theory are the life skills, interview skills and marketing demonstrations and how to stay safe. Everything was hands on and practical. That’s what helped me get through the interview organized by CAP at Mayuri Inn, a hotel in Nirmal. Now, I work as a receptionist in the hotel. My salary is Rs. 9,500 per month. I feel confident that I can now complete my degree while studying part time. I intend to grow in the organization and one day, I will become Front office Manager. Thank you Ministry of Rural Development for taking care of girls like me from poor families. Thank you for saving from a life of deprivation,” she folds her hands with teary eyes.

“I have to pinch myself several times in a day to believe that I am really working in a hospital. Where I come from, even for drinking water, we had to walk for miles. Forget about electricity, we can’t even afford candles in our homes. But I knew I had to go to school no matter what. So a bunch of us girls would walk 20 kilometres one way to get to the only government school in our village. But we persevered. Our prayers were finally answered with CAP’s BSPA course where we got an opportunity to stay in the hostel and complete our training. The Zarina you see today is a far cry from the Zarina in Malegoan. Then, she would shiver to utter a word. now she confidently works and lives on her own.”



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