

CEDNA FINAL REPORT

(commissioned by the Vilcabamba Foundation)

TRAINING PROJECT 14: TRAINING FOR EMPLOYMENT AND ENTREPRENEURSHIP

PERIOD: JUNE 2020 – JUNE 2021

GENERAL INFORMATION

Project title	: Technical training for employment and entrepreneurship Cusco Region Peru
Project duration	: 1 year
Execution period	: June 1, 2020 – May 31, 2021
Beneficiaries	: 255 young people and mothers with limited economic resources
Project execution	: Project coordinator, project assistant, administrative assistant
Total budget	: € 95,365

index

1. PROJECT BACKGROUND

- 1.1. ABOUT THE COOPERATION WITH THE VILCABAMBA FOUNDATION OF THE NETHERLANDS
- 1.2. ABOUT THE PROJECT

2. PROJECT ACTIVITIES CARRIED OUT

2.1. PRELIMINARY ACTIVITIES

1. MARKET STUDY LABOR DEMAND
2. PROMOTION TO ATTRACT NEW STUDENTS
3. SIGNING OF AGREEMENTS WITH STRATEGIC ALLIES
4. METHODOLOGY AND FORMULATION OF SYLLABUS OF COURSES TO BE OFFERED
5. ELABORATION OF BASE LINE AND OUTPUT
6. SCHEDULE OF COURSES TO BE OFFERED
7. IMPLEMENTATION OF LOCAL PROTOCOLS AND IN STUDENT AREAS

2.2. RESULT 01: WOMEN AND MEN WITH LIMITED ECONOMIC RESOURCES DEVELOP TECHNICAL CAPACITIES AND PERSONAL SKILLS

1. AUTHORIZATION MUNICIPALITY OF SANTIAGO (FACE-TO-FACE CLASSES) DURING PANDEMIC
2. IMPLEMENTATION OF TECHNICAL COURSES
3. WORKSHOPS OF IMPROVEMENT AND / OR START BUSINESS
4. PRESENTATION SESSIONS OF SUCCESSFUL ENTREPRENEURS
5. FOLLOW-UP AND MONITORING

2.3. RESULT 02: WOMEN AND MEN WITH LOW ECONOMIC RESOURCES ARE ABLE TO ENTER THE LABOR MARKET IN COMPANIES

1. LABOR INSERTION OF STUDENTS OF TECHNICAL COURSES

2.4. RESULT 03: WOMEN AND MEN WITH LOW ECONOMIC RESOURCES START AND/OR IMPROVE THEIR BUSINESSES

1. TRAINING COURSES (BASIC BAKING, COOKING, BAR/RESTAURANT, HOUSEKEEPING)
2. COURSE OF IMPROVEMENT AND/OR START OF ENTREPRENEURSHIPS
3. OUTSTANDING STUDENT AWARDS AND BUSINESS PLANS
4. SUPPORT AND MONITORING ENTREPRENEURSHIP

2.5. SUPPORT, FOLLOW-UP AND MONITORING

3. MOST IMPORTANT RESULTS, CONCLUSIONS AND LESSONS

ANNEX: PHOTOS OF THE TRAINING PROJECT

1. PROJECT BACKGROUND

1.1 ABOUT THE COOPERATION WITH THE VILCABAMBA FOUNDATION OF THE NETHERLANDS

The Vilcabamba Foundation, in cooperation with its local organization CEDNA, has been running the Entrepreneurship and Labor Insertion program for 14 years with its project “Technical training for labor insertion and entrepreneurship or business improvement in marginal urban areas of Cusco”.

1.2 ABOUT THE PROJECT

- **Problematic**

In the midst of the Pandemic process, the characteristics of the target group to intervene have changed, taking advantage of the results of the situation in unemployment, which has been growing on a large scale since 2020. It should be noted that 75% of households in Peru work in the informal sector, that is, 75% of jobs are not protected by basic labor rights that guarantee stability during times like these.

In the Cusco region, the unemployment rate will rise to more than 28% according to the Regional Director of Labor. The majority of Peruvian households depend entirely on informal and temporary sources of work, with daily income, therefore leading to an increase in poverty rates with unemployment due to the contraction of the labor supply, while men and women remain with low levels of technical training and with limited economic resources, since they need to have a television at home, a smartphone, internet and many do not have these resources and even more so because they are left unemployed, facing an uncertain future.

- **Project description**

The project scheduled from June 2020 to June 2021 has suffered variations in the schedule and goals and budget with respect to the regular training that was presented in a timely manner.

The project consists of training for the fulfillment of the objectives: labor insertion and start/improvement of businesses:

- **Labor insertion** : Strengthen skills in technical trades for their labor insertion.
- **Business startup/improvement**: Training in Business Plan, Marketing Plan, Production Plan, Economic Study, Formalization.

About variations:

1. In the months of April and May 2020, preparatory activities were carried out for the start of the project.
2. In June, the start of project activities was formally initiated with the agreement of the Vilcabamba Foundation (project execution: June 2020- June 2021).
3. Having scheduled the start of activities in the month of June, the presence of the pandemic caused the government to take preventive measures to avoid contagion, which did not allow us to start with the project.
4. In the months of June, July, August and September, the staff did not attend work in person, however, they did carry out some activities virtually (staff continued to receive their remuneration as normal).
5. Project activities restarted in September 2020, starting the first training group in October in 2020.

It was planned to train 255 beneficiaries. In those circumstances described above CEDNA modified and rescheduled the goals of the project.

Under these considerations, the reprogrammed goals were presented.

GOALS	N° STUDENTS TO TRAIN	ACTIVITY	N° STUDENTS TO INSERT AND BUSINESSES
ORIGINAL GOAL	255	Labor insertion	78
		Business startup and/or improvement	75
GOAL ADJUSTED BY PANDEMIC	125	Labor insertion	41
		Business startup and/or improvement	52

- About the goals and final results of the project (goals adjusted by pandemic)

GOAL AND RESULTS OF PROJECT EXECUTION JUNE 1, 2020 – MAY 31, 2021			
Project goal	Project Result JUNE - DECEMBER 2020	Project Result JANUARY – MAY 2021	Final Project result JUNE 2020 – MAY 2021
125 Young people and mothers with limited economic resources have developed their personal skills and job skills	Total trained: 57 (progress 45.6%) • 24 companies • 33 entrepreneurship	Total trained: 70 (progress 56%) • 27 companies • 43 entrepreneurship	Total trained: 127 (101.6%) • 51 companies • 76 entrepreneurship
41 Young people and mothers with limited economic resources work in tourism service companies and other	Total inserted: 16* (advance 39.0%)	Total, inserted: 12 (advance 29.3%)	Total inserted: 28 (68.3%)
52 Low-income young people and mothers start and/or improve businesses	Total, start/improvement: 15** (progress 28.8%)	Total start/improvement: 30 (progress 57.7%)	Total start/improvement: 45 (86.5%)

* First quarter report: 9. Final report: 16.

** First quarter report: 10. Final report: 15.

- On the progress of the budget execution of the project

BUDGET TRAINING PROJECT IN EUROS (01 JUN 2020 - 31 MAY 2021)	BUDGET 01 JUN 2020 - 31 MAY 2021	EXPENSES 01 JUN 2020 - 31 MAY 2021	EXPENSES JUN 01, 2020 - MAY 31, 2021 %	BUDGET BALANCE €	BUDGET BALANCE %
EXPENSES JUNE 01, 2020 – MAY 31, 2021	€95,365.00	€98,927.00	104%	€ - 3,562.00	- 4%
TOTAL	€95,365.00	€98,927.00	104%	€ - 3,562.00	- 4%

Due to the processes of starting, stopping and restarting project activities, current expenses were incurred (personal payment, payments for basic services, and purchase of communication equipment for virtual teaching) that were not foreseen in the budget.

EXPENSES Vilcabamba : EUR 83,003
 CEDNA EXPENSES : EUR 15,924
TOTAL EXPENSES : EUR 98,927

PURCHASE AND IMPLEMENTATION OF VIRTUAL MATERIALS

Given the circumstances of the pandemic, CEDNA has had to implement the virtual part and adapt to a virtual training strategy for which communication equipment had to be acquired such as: professional cameras, and ATEM, which is equipment that allows a live broadcast, and accessories that are a complement for a good virtual training.

2. PROJECT ACTIVITIES CARRIED OUT

2.1 PRELIMINARY ACTIVITIES

1. MARKET STUDY LABOR DEMAND

At the beginning of the year, a market analysis is carried out to determine the labor demand of the main companies in Cusco.

2. PROMOTION TO ATTRACT NEW STUDENTS

The CEDNA team has communication professionals who have developed promotional activities with a greater focus on attracting students through social networks (Facebook), to avoid the spread of COVID-19. We are promoting more with videos and professional flyer designs on Facebook.

- Recruitment and selection of students

- Recruitment

First training group June – December 2020

Students of courses who have enrolled in March 2020 and students of the Covid-19 project.

Students who have presented themselves through social networks.

Second training group January – May 2021

Students enrolled for personalized home visits.

Students who have presented themselves through social networks.

➤ Selection

First training group June – December 2020

For the student selection process, personalized interviews and surveys were conducted.

In the month of March 2020, there were registrations for the Pastry, Housekeeping, Kitchen and Bar/Dining room courses. The classes of these courses began the first week of March, the Peruvian state sent mandatory quarantine. In order to start the training cycle, students enrolled in March were considered, but more than 60% could no longer continue with the sessions since they returned to their places of origin, mostly in the countryside because most lived-in rented rooms in Cusco.

In the month of June, July, August, the CORONA project was developed, which worked with mother families from the San Jerónimo district, where 5 mothers were trained in business entrepreneurship.

Students were also selected through social networks and virtual interviews were carried out.

In total, 57 students were selected, of whom they received virtual and face-to-face training in groups of no more than 6 people at the CEDNA training center.

Second training group January – May 2021

Students were recruited for the second group through personalized visits. Visits were made to the Huancaro area and the San Sebastián area, conducting surveys and interviews with all families in a state of vulnerability. Likewise, to small informal enterprises, selling breakfast, meals and food. Then, personalized home visits were made after selecting the surveys, in order to corroborate the information provided in the survey. All with the care and application of biosafety protocols, from which 50 participants were selected. The students were also selected through social networks and virtual interviews were carried out; 35 participants were selected.

In total, 85 students were selected who received virtual and face-to-face training.

3. SIGNING OF AGREEMENTS WITH STRATEGIC ALLIES

An agreement was reached with the Spanish school PROYECTO PERU CENTER SAC, to have international volunteers to support. Due to the pandemic situation, it was not possible to finalize some agreements that were planned with companies in the tourism sector and other institutions.

4. METHODOLOGY AND FORMULATION OF SYLLABUS OF COURSES TO BE OFFERED

A standardized syllabus was designed taking into account the demand of the labor market. The essence of the methodology is summed up in focusing on the emotional factor of the small businessman or worker who is trained on the challenges, sacrifices, persistence experienced by the business culture, translated into understanding how it works in concrete reality.

5. PREPARATION OF BASELINE AND OUTPUT DATA OF BENEFICIARIES

A baseline was prepared with questions that help us to have more precise socioeconomic data on our beneficiaries, in order to achieve the goals. At the beginning of the project, a profile was prepared for the beneficiaries, for each specific course, in order to select the person who needs it most. At the end of the project, the final information of the course and the situation of labor insertion and start/improvement of businesses of the beneficiaries were prepared.

6. PLANIFICATION OF ACTIVITIES OF THE COURSES

- The Annual Operating Plan was carried out.
- The programming, budget and schedule of the implemented technical courses were carried out.
- Teachers were hired.
- Programming of technical course materials was carried out.
- Development of incentives.
- Development of motivational talk.
- Development of personal development sessions and personal marketing.
- Development of a workshop on good food handling practices.
- Successful businesspeople talk.
- Internships were carried out depending on the chosen technical course.
- Training sessions on business formalization were managed.

7. PROTOCOL IMPLEMENTATION

Given the global pandemic situation, CEDNA has implemented and adjusted health protocols during the execution of the project at the CEDNA premises, during transportation, during the delivery of supplies to students and during home visits in the beneficiary areas.

LOCAL CEDNA PROTOCOLS

- Distancing signage, hand washing was placed in all areas outside the classrooms.
- A handwashing space was set up exclusively for students and teachers with an attached sink that did not allow hand contact with any surface.
- Mandatory temperature taking upon entering the institution.
- Signature of the affidavit of not having symptoms of COVID 19, nor having been in contact with people who have the virus. This affidavit was signed daily by the students and teachers who entered the institution.
- Permanent disinfection of the rooms after each end of the session.
- They were given a small bottle of alcohol for external and internal use of personal disinfection. In each session they were given gloves so that they did not have contact with any material and avoid contagion. Likewise, all the students had facial masks in the training sessions.
- Inside the classroom, space distribution signs were made for the students to respect the distance and a gel alcohol dispenser was placed in each classroom.
- The classrooms were disinfected after each session with 5th generation ammonia, which is a more efficient disinfectant for use in environments.

BIOSECURITY PROTOCOLS DURING TRANSPORTATION, DELIVERY OF SUPPLIES, HOME VISITS

- Portable hand washing facilities were implemented. Each delivery was taken to the area for proper hand washing.
- Social distancing was applied at all times.
- The transportation of food baskets was disinfected.
- Facial masks, chinstraps, gloves were delivered so that they do not have any contact with surfaces.
- Disinfection with 70% alcohol was performed on each of the beneficiaries.
- The technical team in charge of the project had to be dressed in overalls, gloves, headgear, and a face mask to deliver the baskets.

2.2 RESULT 01: WOMEN AND MEN WITH LIMITED ECONOMIC RESOURCES DEVELOP TECHNICAL CAPACITIES AND PERSONAL SKILLS

1. AUTHORIZATION MUNICIPALITY OF SANTIAGO (FACE-TO-FACE CLASSES) DURING PANDEMIC

COURSES EXECUTED FIRST SEMESTER 2020			COURSES EXECUTED SECOND SEMESTER 2021			TOTAL
Total groups	Name of courses	Number of students	Total groups	Name of courses	Number of students	Students
1	Assistant cook	14	1	Commercial cooking and pastry	35	49
2	Basic pastry	8	1			8
1	Housekeeping	7	1	Housekeeping	17	24
1	Bar and dining room	7				7
1	Business improvement and/or entrepreneurship	21		Business improvement	18	39
6	SUBTOTAL	57	3		70	127

A request was submitted to the mayor to resume face-to-face academic activities with a capacity of 50% due to the needs of our beneficiaries who do not have the necessary tools for a virtual course. As a result, it was possible to obtain authorization to continue with our academic activities in person for practical courses such as housekeeping, pastry, bar/dining room, and cooking, complying with all health protocols.

2. IMPLEMENTATION OF TECHNICAL COURSES

In total 88 beneficiaries were trained.

First semester: The courses: Assistant cook, Basic pastry, Housekeeping and Bar/Dining room were carried out in person. The courses: Improvement and/or entrepreneurship course were carried out virtually.

Second semester: The Commercial Cooking/Pastry course and the Business Improvement course were carried out virtual. The Housekeeping course was developed virtual and face to face in the classroom.

- **Recording of recipes for the assistant cook and pastry course**

These courses were developed virtually, so the cooking and pastry recipes were recorded, to be able to send them to the beneficiaries one day before each session, so that they can view and have everything ready the next day in the session. The session was developed through the Google Meet platform and for those who did not have this application on their cell phones, it was done through WhatsApp. The recording of 34 cooking and pastry recipes was made thanks to the implementation of the communication equipment since they are available all the time.

- **Delivery of supplies to the beneficiaries of the commercial cooking and pastry course**

The cook-assistant course and the commercial pastry course were developed virtually, which consisted of weekly delivery of recipe supplies to be prepared in the class session at the beginning of the week. The supply per recipe was delivered for three meals. In this way our beneficiaries could take the training without worrying about supplies. A total of 574 baskets were delivered throughout the training process.

- **Personal development and marketing sessions**

The personal development and personal marketing course were done virtually. It is a little more complex to be able to work like this since it is not the same as what you can feel each person face-to-face. However, family problems between siblings, children and couple problems were detected.

- **Hotel internships**

An internship was carried out with all the security measures and health protocols to avoid the spread of COVID-19.

With housekeeping students at the “Costa del Sol” hotel and the Marriot hotel in Cusco.

These internships that have been carried out at the beginning of their training to generate motivation among the students to be inserted in the tourism sector in hotels and bar restaurants in Cusco. These hotels and bar / restaurants are recognized in the tourist market.

- **Closure of technical courses**

First group June- December

Closing of the groups was carried out. In this cycle it was in a very different way because of COVID-19. The closure was made in each workshop maintaining distance and with the use of plastic gloves, masks and face masks. For the closing, the students organized themselves to be able to present varieties of the products they have learned during their training according to the course in which they enrolled.

Second group January - May

Closure of the commercial cooking and pastry course: the closure was carried out for each area in San Sebastián and Huancaro, using all biosecurity measures in an outdoor sports area, to maintain distance, where the certificates were delivered.

The students of the business improvement and Housekeeping courses collected in person at the premises of CEDNA.

3. WORKSHOPS OF IMPROVEMENT AND / OR BUSINESS ENTREPRENEURSHIP

Within the courses that are taught, business management workshops are held with the objective that they can learn to make a business plan with all the transversal themes, such as what is marketing, costing, investment, profits, sales, management, and marketing.

4. PRESENTATION SESSIONS OF SUCCESSFUL ENTREPRENEURS

To motivate students at the beginning of the technical course presentation sessions of successful entrepreneurs were executed with the aim of being able to motivate and excite them that they too can start their own business. Successful entrepreneurs from the Region of Cusco were invited:

- To a Mr. who has a bakery and pastry shop, who started this business 3 years ago. Whoever, he had to adapt to the measures taken by the government due to the pandemic and now also implements the virtual sales modality. He told us "A business has to be adaptable to the demands of the public and the situation in which it lives."
- A businessman from the company "COLCHONES BOCELLI" was invited. Mr. Darío, who is dedicated to producing and selling mattresses, started working in the Housekeeping area of a hotel and there he saw the great profitability of this business in wanting to manufacture mattresses that satisfy customers with the pleasure of sleeping comfortably. He said that he has had experiences where the guests of the hotels where he worked, complained about the mattresses, which is why over time he gathered capital and was able to invest in this business.
- The owner of a restaurant “Al Paso de San Jerónimo” was invited. She was affected by the pandemic, but she implemented deliveries. Telling us: “At first it was not easy, but one has to persevere in what one does. Nowadays that you can sell food I started delivery, and my income has improved a lot. One has to see how to generate income, everything is possible”, she said.

5. FOLLOW-UP AND MONITORING

Follow-up and monitoring were developed through calls and visits. As for virtual teaching, it was developed through the Google Meet platform. Attendance control was made, all stored and shared with the teacher and technical team through Google Drive. The evidence delivery controls were stored in folders with the name of the beneficiary and the prescription of the day, to have greater control of compliance with the delivery of evidence.

2.3 RESULT 02: WOMEN AND MEN WITH LOW ECONOMIC RESOURCES ARE ABLE TO ENTER THE LABOR MARKET IN COMPANIES.

1. LABOR INSERTION OF STUDENTS OF TECHNICAL COURSES

Students inserted with companies

There are 28 students already working in different formal and informal companies. It should be noted that in the city of Cusco 75% of the companies are informal.

We are still in a process of economic reactivation, but we have the second wave of COVID-19. Job placements are gradual and difficult in the tourism sector.

Among our inserted students we have had a student from the commercial cooking and bakery course, who works in a restaurant as a cook assistant. She is a young 20-year-old mother, has a 1-year-old son, lives in a rented house. The training is helping her to generate income for her household, which before she was not contracted because she did not have a training certificate.

Likewise, there is a student of the Bar and dining room course who has been working in a bar. She is 21 years old and mother of a 3-year-old girl. She lives in a rented house with her partner who works as a part-time construction worker.

There is a student who was trained in the Housekeeping course, who is working cleaning apartments, 3 times a week.

2.4 RESULT 03: WOMEN AND MEN WITH LOW ECONOMIC RESOURCES START AND/OR IMPROVE THEIR BUSINESSES

1. OF THE TRAINING COURSES (BASIC PASTRIES, ASSISTANT COOK, BAR/RESTAURANT)

70% of these beneficiaries are housewives who do not have time to be able to be inserted in the labor market because a large part of the time they dedicate themselves to take care of their children. However, during their free time they produce products for sale to relatives, friends, and sell also their products in the streets of Cusco.

In addition to the training of the technical courses: bakery, bar/restaurant, assistant cook and housekeeping, business plan classes were given. These were virtual sessions where they were accompanied in the development of business plans for their business idea. They had talks of business formalization in alliance with the Ministry of Production where they were explained what the formalization of a business consists of advantages and benefits. Likewise, talks were held with the financial adviser of the MIBANCO Y CAJA TRUJILLO bank.

2. COURSE OF IMPROVEMENT AND/OR START OF ENTREPRENEURSHIPS

• ORGANIZATION, SCHEDULE, AND EXECUTION

A course on entrepreneurship and/or business improvement has been organized in the format of ILO (International Labor Organization) with business plans, CANVAS methodologies, and marketing strategies.

Participation of the Ministry of production: Likewise, there was the participation of the Ministry of production of the Region, who gave a workshop on the formalization of businesses, making them aware of the advantages they have in formalizing a business.

Participation of financiers: There was the participation of the financiers Mi Banco, Caja Trujillo, who gave guidance on how to obtain a loan to have capital for starting and improving their business.

A total of 76 beneficiaries were trained in the Start and/or Improvement of their own business course, of which 31 students with informal businesses such as the sale of food on the streets, the sale of chinstraps, desserts, etc. and 14 have started their business idea such as raising birds for sale (ducks, chickens, turkeys, etc.), clothing sales, massage services, etc. With a teacher specialized in business plans, the beneficiaries have participated in virtual sessions to create and present their own business plans.

After their training, these students also received personal advice from the teacher to further develop their business plan together. In addition, they also held business talks in cooperation with the Ministry of Production.

3. OUTSTANDING STUDENT AWARDS AND BUSINESS PLANS

10 beneficiaries of the project were awarded thanks to the Dutch Foundation Help Peru. Monetary incentives and recognition were given to the most committed, punctual, responsible students, and people who need in these times of pandemic this help, so that they can improve their situation.

The students who have been winners of this award were followed up and show good results. Mrs. Karito, one of the award winners was visited. She invested the money in buying utensils to prepare cakes and now she sells those cakes. Mrs. Rosmery invested her prize money in food for her chickens that she is raising for sale. Mrs. Marleni, also the winner, invested her money to be able to buy mazamorra supplies for the production of deserts and also bought utensils to prepare cakes.

It was found that the prizes are being well used to start or improve their businesses.

4. SUPPORT, FOLLOW-UP AND MONITORING WITH BUSINESS ADVISORS AND COMPANIES

Personal accompaniment and follow-up were carried out virtually with students who have a small business and who are working on the business idea.

Of the students

The attendance of the students was monitored and followed up during and after their training sessions by means of telephone calls in relation to: their attendance, if they are attending the courses, why they are not coming to the training, what problems they have, how their work is going, where they were inserted into the labor market, etc.

Of the teachers

Each teacher was followed up on punctuality, progress of each course and compliance with the health protocols against COVID-19. The students were also asked in group sessions and face-to-face manner of the courses about the quality of the teacher and the teaching. The teachers of the courses have received a high degree of appreciation, in part due to the professionalism and experience of renowned hotels and/or restaurants where they work or have worked and have also shown a great commitment to insert their students in these companies.

3. MOST IMPORTANT RESULTS, CONCLUSIONS AND LESSONS

MOST IMPORTANT RESULTS

- **Project result**
 - 127 trained (101.6% of the goal)
 - 51 job placement, 76 entrepreneurship
 - 28 inserted with companies and/or businesses. (68.3% of goal)
 - 45 business startup/improvement (86.5% of goal)
- **Results of the activities**
 - Authorization for the execution of courses in person by the Municipality of Santiago.
 - Implementation of Google Drive for tracking and monitoring of students.
 - Signing of agreements with financial institutions, the Ministry of Production, and the Spanish School.
 - Execution of 09 technical career groups.
 - Use of the Zoom platform to teach virtual classes.
 - Recruitment of beneficiaries through personalized visits.
 - Delivery of 574 baskets with supplies to the beneficiaries for the preparation of recipes.

MOST IMPORTANT CONCLUSIONS

- CEDNA did not paralyze its project activities despite the pandemic.
- CEDNA managed to adapt to the new reality of the region, doing courses virtually.
- It was possible to make and execute a biosafety protocol plan.
- Informal companies do not guarantee the good development of benefits.
- The employment of students in the tourism sector is difficult to achieve in a short time as a result of the pandemic because companies are just reactivating their businesses.
- Due to the pandemic (biosecurity and social distancing protocols), the classrooms have been used with small groups of students, with a total capacity of 40%.
- The baseline has made it possible to determine the particularities of each of the families with whom we have been executing the program, which allows us to base ourselves on a local analysis to guide resources and actions depending on the problem identified with the highest prevalence.
- Little or no course contributions were received from students who had no disposable income due to the pandemic.

MOST IMPORTANT LESSONS

- In the planning of the Project, a contingency plan should be considered to be prepared in cases such as a pandemic or other problem.
- More work should be done on the part of promotion through social networks and create communication strategies.
- Market studies must be carried out annually to identify unsatisfied labor demand and implement new technical courses.
- Desertion of beneficiaries due to COVID19 infections, family problems, work urgency.
- The labor insertion of students is gradual since we are still in a situation of uncertainty and the reactivation of businesses is slow.

ANNEX: Project photos

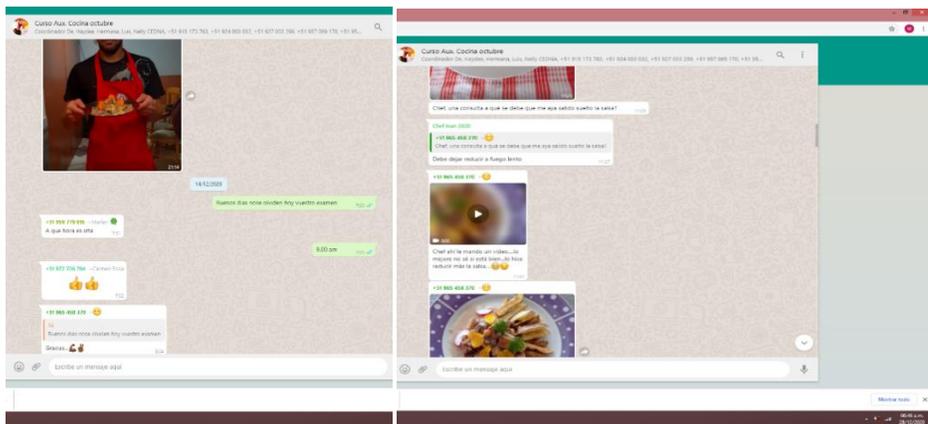
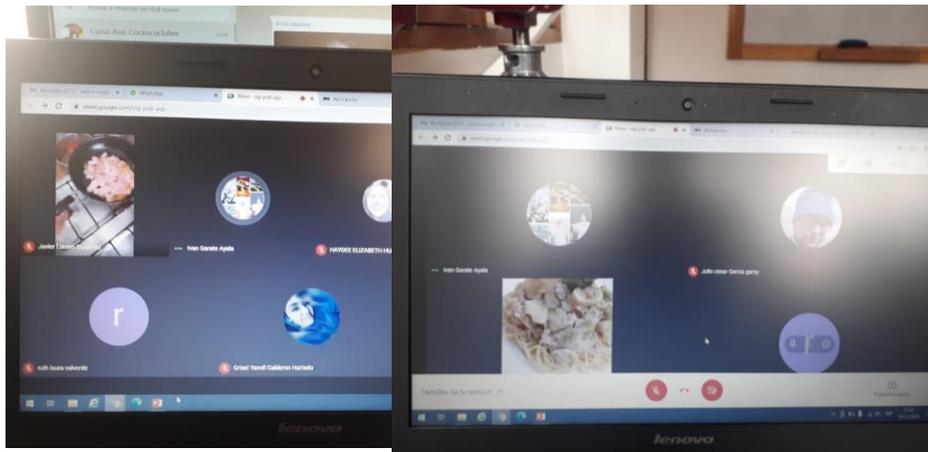
STUDENTS COURSE: BAR / DINING ROOM



STUDENTS ASSISTANT COOK



VIRTUAL COOKING CLASSES



COMMERCIAL COOKING AND PASTRY COURSE



APPLICATION OF PROTOCOLS AND DELIVERY OF SUPPLIES



PASTRY STUDENTS



HOUSEKEEPING COURSE



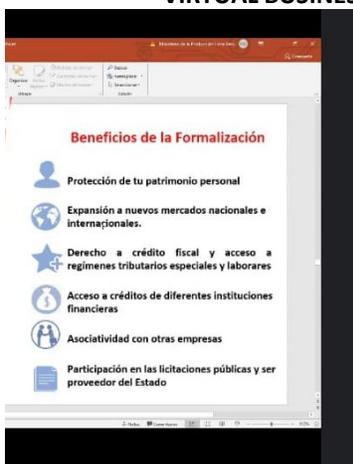
DELIVERY CERTIFICATES



INTERSHIPS



VIRTUAL BUSINESS FORMALIZATION WORKSHOPS



AWARDS



CEDNA PROJECT TEAM

