



Professional Training & Employability Program

Quarterly Report - 2022

January - February - March

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Section 1 - Introduction

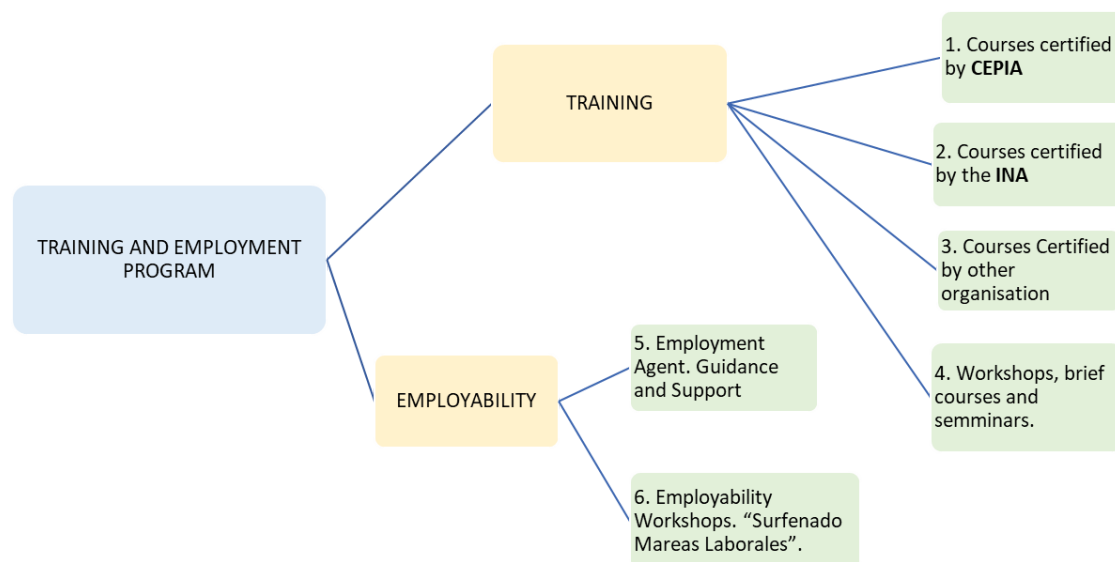
So far, 2022 is bringing exciting news for the program. 8 new courses were opened, and 154 students started a new learning journey. With an average of 12-15 contacts per day approx to ask about our services, the program keeps its progress of being recognized as a reference organisation in the area for employment support through technical and professional education, promoting human talent and employability skills.

During the first 3 months of the year, CEPIA finished the process of becoming an Employment Unit, part of the National Agency of Employment of Costa Rica, opening new and more effective ways to support people around professional training and qualification, and job searching, but also supporting local businesses looking for talent.

On this document you will find information about the courses opened, the employability workshops, our role as part of the National Agency of Employment, some of our learning and challenges during this period and our possible next steps to keep improving the program and its impact.

Section 2 - Executive Summary

The Professional Training and Employability program involves different kinds of services. Please, see below map as an overview of the program and its services to the community.



Below you will find information for each of the 6 services listed above, for the 1st quarter of the 2022.

1. Courses certified by CEPIA

Course	Basic English: 100% virtual.	Conversational English. 100%	Basic English at CEPIA + Rosetta Stone	Air Conditioning Maintenance.
Teacher	Montserrat (volunteer)	Linneah (volunteer)	Richard (volunteer. Rosetta Licences per 1 year))	Isaac (paid expert teacher)
Students Starting	28	6	32	16
Starting date	31st Jan	7th Feb	28th Feb	25th Mar
Hours	60	20	60 +60 (RS)	178

Total Students Starting: 82 students

2. Courses certified by the INA .

Course	**Boats Basics (finished)	Food Handling (finished)**	Office Productivity	Boats Basics
Students Starting	16	11	30	15
Starting date	18th Jan	31st Jan	21st Feb	1st Mar
Hours	116	20	168	116

Total Students Starting: 72 students

**In total, 23 students already completed their certification, 13 boats basics and 10 for Food Handling.

3. Courses certified by other organisations

No relevant information during this period of time

4. Professional brief courses and seminars.

Course	Pastry Costs Workshop	Pastry Costs Workshop
Students attended	4	4
Date	7th Feb0	28th Mar
Hours	1	1

Total Students who attended: 8

Training Area Summary:

- We have opened 8 courses and 2 brief courses related to finances at pastry shops.
- **154 students started a new course/certification.** 60 men and 94 women.
- 23 of them have already completed the training.
- 3 Basic English Courses opened.
- 3 INA Courses related to some certificate requirements to access certain jobs.
- 2 Technical courses.
- More than **600 people contacted the program to Sign-Up for a course.**
- **214 were interviewed.**

5. Employment Agent. Guidance and Support.

As mentioned before, CEPIA has become an Employment Office part of the National Agency of Employment in Costa Rica. <https://www.ane.cr/>. This will provide to CEPIA an Admin Access account to the virtual ANE Platform, facilitating the recruiting process between candidates and employers through this site. ANE is a virtual platform where people can apply to job vacancies and technical/professional courses, and allow users to download their CV based on the information provided.

The employment support and guidance for students and people in the community is an essential aspect of this program, and in the next following months our role as part of ANE will permeate this service. However, so far the program:

- We have made 2 pdfs resources around “how to build your CV” and “Job searching” as part of our support.
- 9 people were supported by providing resources and general relevant information around employment (Tier 1 support).
- 18 guidance/support sessions. 7 people finished their ANE profile (Tier 2 support).
- 15 people were directly referred to 5 different job vacancies. **2 of them are now employed.**
- In total, **33 people were impacted by this service.**

6. Employability Workshops. “Surfeando Mareas Laborales” (Surfing labour tides).

Last year, we conducted 19 workshop sessions, with an average attendance of 8 students per session. Topics of discussions are around soft skills, mental and emotional health at work, managing difficult situations in the workplace, motivation, among other relevant topics around employment. These sessions are now called “Surfeando Mareas Laborales”, creating spaces to discuss topics that might lead to improving the quality of their current or future jobs.

Only **1 session** has been delivered, and **10 students** attended the session. During April and May, we are aiming to deliver 5 more sessions on the same topic. (**Topics Covered:** ANE Sign Up - Dealing with a difficult client/boss - Motivation)

Section 3 - Evidence and Learning

Overview

The professional courses are still the main reason for contacting this project, especially English courses and INA delivered courses. “Food Handling” and “Boats Basic” are 2 courses that enable those who complete training to work in specific areas where it is an indispensable requirement, and the demand is increasing. So far this year, we have opened 2 “boat basic” courses where 30 students signed up, and 1 “handling food” course with 10 students. Currently, between the 2 courses, we have a waiting list of 65 people.

In terms of the Employability area, based on our experience, people do not require the same level of support. That’s why we have created guidelines that people can follow to help them find a job or create a CV. However, the 1 to 1 session is still a key part of this area, and ANE is a great tool for this guidance and support process.

What has worked well so far in the program?

- Forms: We have implemented a subscription form to register for a course. So far it is working fine and it is now part of the registration process.
- The process of registering CEPIA as an Employment Office. We now have access as Employment Agents to the ANE website platform and allow us to help people build an effective CV, apply to job vacancies and courses and see statistics to improve our service.
- All courses programmed had been delivered successfully. INA and CEPIA certified courses.

What are we changing/adapting as a result of our learning?

- WhatsApp is the main tool for communication.. We are now checking and using other ways of communication, for example, email and phone.
- English is the most demanded course in the area. For this year, we have introduced virtual courses, mixed modality, and face to face courses. Also, we have added different levels such as advanced basic level and conversational English.
- Communication with other CEPIA programs. Referring to other services is more frequent now. The program has referred to legal service, social work and psychology. Workshops are a great way to share all the CEPIA services to the public.

Section 4 - Challenges and Difficulties

Overview

Most of our challenges are currently related to the limit of time/resources available. The project demands to keep a track of each course, but also to provide support and information around employability. As mentioned at the beginning, the program keeps its progress of being recognized as a reference organisation in the area for employment, which is great news, but comes with more challenges and demands that require attention.

Being part of the National Agency of Employment comes with obligations and some extra work, especially during the following months, however in the long-term, we are expecting this will have a positive impact in the daily operation of this service, being more effective for the admin part of the project and the users.

What has not worked well so far in the program?

- Selection process for the “Boat basic” course. There have been difficulties coordinating the interviewing process. This is affecting the selection process and those in greater need might lose the chance to complete the training.
- The virtual english courses. By the end of January, 34 students started a virtual course. By the end of this period, 50% of the students have abandoned the lessons. There have been different reasons, involving students and volunteer teachers, and it hasn't worked as expected.
- Brief Courses. We have delivered only 2 brief courses during this time, and only 8 people have attended.
- Attendance rate of Employability workshops when the session is outside lessons-hours or those in virtual courses.
- Baseline form. This is a key part of the impact measurement process. As mentioned before, we have focused on the operational part of the project, leaving apart other aspects, but this area is highly important for this project. This is part of this year's plans for the project.

What are we changing/adapting as a result of our challenges?

- For the “boat basic” course, we are going to interview applicants during the weeks, and create a list for “next courses”. So the idea is not to wait for INA's indication for the interviews, but to proceed before having a list for next courses.
- We are still in the process of formalising our agreement with the INA. This will help to solve all the challenges related to the INA.
- We have requested support from 2 volunteers to help on the project. From April 2022, 1 volunteer is going to support the Rosetta Stone project, and the other volunteer with the ANE sign up process. Both of them speak Spanish, which is more helpful to communicate with the service users and students.

Section 5 - Some Stories to Highlight

We are now operating as an Employment Office part of the National Agency of Employment. CEPIA is the 1st NGO in the country that is part of this network of institutions looking to promote employment and training. Being part of this will have a positive impact not only on our employment support service, but to define the training/courses program for next year.

We have sent a proposal to the CRUSA Association, to be part of the “Employment Challenge 2022” and receive funding to finance this project for the next 3 years. The project will offer new courses that promote STEAM skills with a gender perspective, and we will continue offering INA and CEPIA courses, along with the employability workshops.

The computer lab has been improved thanks to the support of our donors. We have installed new computer tables, removed ethernet cables for wifi connection and added webcams for English courses and job interviews. The lab is now being in use frequently, mainly for the Computer INA course.

By the end of March, we had a Workshop session with current students from a Boat Basic course and a virtual English course. 7 out of the 10 participants finished a course at CEPIA in 2021. Also, 3 participants were parents of a kid currently being supported by CEPIA programs of care. Furthermore, 2 of them were supported by the employability service before. This is how everything connects when supporting the community.

Section 6 - Next Steps

- Official Launch of CEPIA as Employment Office part of the National Agency of Employment. Currently, we are working offering support, however this has not been announced to the community. We are finishing the working plan for the next few months.
- 4 new courses are going to be opened during the next 3 months; 2 INA courses and 2 English courses.
- 5-7 workshop sessions (Surfeando Mareas Laborales) are planned to be delivered for the next period, impacting around 50-70 students.
- We are still in the process of defining the formal agreement between CEPIA and the INA. We are expecting in the next 3 months to sign the final document.
- Working with the marketing team. During this year, we would like to work on the image of this project. A logo, homogenising materials, video testimonials, educational information to share on Social Media, and others.

Section 7 - Finances and Spending

From 1st of January until 31st of March 2022				
Course	Materials/Expenses	Professional Fee (Teacher)	Scholarship	Totals
Rosetta Stone Licensees	\$2080	\$0	\$0	\$2080
Totals Courses:	\$2080	\$0	\$	\$2080
Program Coordinator (Juan Fonseca)	\$4800			\$4800
			Grand Total:	\$6,880

Section 8 - Conclusions

We started this year as expected. New opportunities for the project appeared. There is still a need to work on some areas, such as impact measurement, the formal agreement with the INA, and other improvement areas as the virtual and brief courses.

Although some courses have just started, we have already noticed some challenges in the English courses, which in the last year had the highest drop-out rate. We are working hard to have better results than last year, but still in a learning process. As we face new and previous challenges, the project is still showing relevance of its services in the community. As time goes on, the project grows in scope and requires more time and work.

Special thanks to the English teachers volunteers, Richard Ramirez, Montserrat Ruiz and Linneah Hauser. To our donors John and Donna Sommer and John Blimke. We would also like to acknowledge the work of the INA, its teachers and administrative staff for their support and commitment in the area of training.

If you have any questions, comments, ideas or suggestions in regards of this document and its content, please do not hesitate to contact us at: +506 84838017 or formaciones.cepia@gmail.com

Section 9 - Annexes

Course Summary

Name (English)	Institutions Involved	Modality	Total Hours	# students start	Initial Date
Boat Basics	CEPIA & INA	Face to Face	116	16	January
Basic English	CEPIA Volunteer Montserrat	Virtual	60	16	January
Food Handling	CEPIA & INA	Face to Face	20	11	January
Conversational English	CEPIA Volunteer Linneah	Virtual	18	6	February
Office Productivity	CEPIA & INA	Face to Face	168	30	February
Advanced Basic English CEPIA	CEPIA Volunteer Richard	Face to Face	60	16	February
Basic English CEPIA	CEPIA Volunteer Richard	Face to Face	60	16	February
Boat Basics	CEPIA & INA	Face to Face	116	15	March
A/C maintenance	CEPIA	Face to Face	178	16	March
Boat Basics	CEPIA & INA	Face to Face	116	15	April
Basic English Tamarindo	CEPIA	Face to Face	80	12	May
Intermediate English Tamarindo	CEPIA	Face to Face	80	12	May
Hotel Receptionist	CEPIA & INA	Face to Face	1119	16	May
Electricity	CEPIA	Face to Face	200	16	July
Boat Basics	CEPIA & INA	Face to Face	116	16	July
Basic English	CEPIA & INA	Face to Face	300	32	August
Plumbing Operator	CEPIA & INA	Face to Face	540	16	August
Boat Basics	CEPIA & INA	Face to Face	116	16	August
Pool Operator	CEPIA & INA	Face to Face	80	15	August

Office Productivity	CEPIA & INA	Face to Face	80	15	August
Hospitality Services	CEPIA & INA	Face to Face	16	16	October
Boat Basics	CEPIA & INA	Face to Face	116	16	October
Motor Control	CEPIA	Face to Face	100	16	November
Boat Basics	CEPIA & INA	Face to Face	116	16	November

Photos

Look at the picture and then write sentences about the family:

1. Altan – Batu
2. Altan – Odval
3. Kushi – Altan
4. Odval – Batu

Possessive 's

Four generations of a family in Mongolia

Odval, Batu, Kushi, Altan

*Virtual Basic English. Volunteer Teacher: Montserrat



*Conversational English. Virtual Lesson at CEPIA Lab.



*Sign-Up process for the Boat Basic Course delivered by the INA.



*Air Conditioning Course - Teacher Isaac

Courses Demographic Stats

	Boat Basic	Virtual English	Food Handling	Computer Course	Basic English	Boat Basic	A/C Maintenance
Average Age	32	26	36	25	30	29	36
Min Age	19	19	22	16	18	17	20
Max Age	51	45	52	44	51	53	49
Men	12	7	2	3	8	14	12
Women	4	21	9	27	24	1	4
Locality #1	Tamar. (38%)	Cartagena (19%)	Matapalo (30%)	Huacas (23%)	Huacas (25%)	Tamarindo (36%)	Huacas (18.75%)
Locality #2	Huacas (15%)	Santa Cruz (12%)	Tamar. (20%)	Villareal (13%)	Tamar. (18.75%)	Potrero (21%)	Villareal (18.75%)
Foreign	8.00%	21.00%	0.00%	13.00%	34.38%	7.00%	31,25%
National	92.00%	79.00%	100.00%	87.00%	65.63%	93.00%	68,75%
Unemployed	39.00%	43.00%	70.00%	60.00%	28.13%	22.00%	37,50%
Working for a company	38.00%	36.00%	20.00%	6.00%	56.25%	57.00%	25,00%
Working with family	8.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6,25%
Working as a Freelance	15.00%	14.00%	10.00%	17.00%	9.38%	21.00%	31,25%
Carer, FT Students, etc..)	0.00%	7.00%	0.00%	17.00%	6.25%	0.00%	0.00%
University Completed	15.00%	18.00%	0.00%	3.00%	9.38%	14.00%	0,00%
University Incompleted	8.00%	14.00%	0.00%	3.00%	9.38%	14.00%	12,50%
Sec Ed. Completed	23.00%	36.00%	60.00%	61.00%	37.50%	36.00%	25,00%
Sec Ed Incompleted	39.00%	29.00%	30.00%	30.00%	37.50%	22.00%	37,50%
Prim Ed Completed	15.00%	3.00%	10.00%	3.00%	6.25%	14.00%	25,00%
Prim Ed Incompleted	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0,00%

