

GANYDAR

EMPOWERING LATIN AMERICANS

Annual report for the fiscal year 2015

October, 2016

GANYDAR exists to help young, underprivileged Latin Americans transform their lives through quality education and formal employment.

Vision

We believe all Latin Americans should have access to quality education and formal employment.

Mission

We promote social inclusion and economic development for youngsters in Latin America.

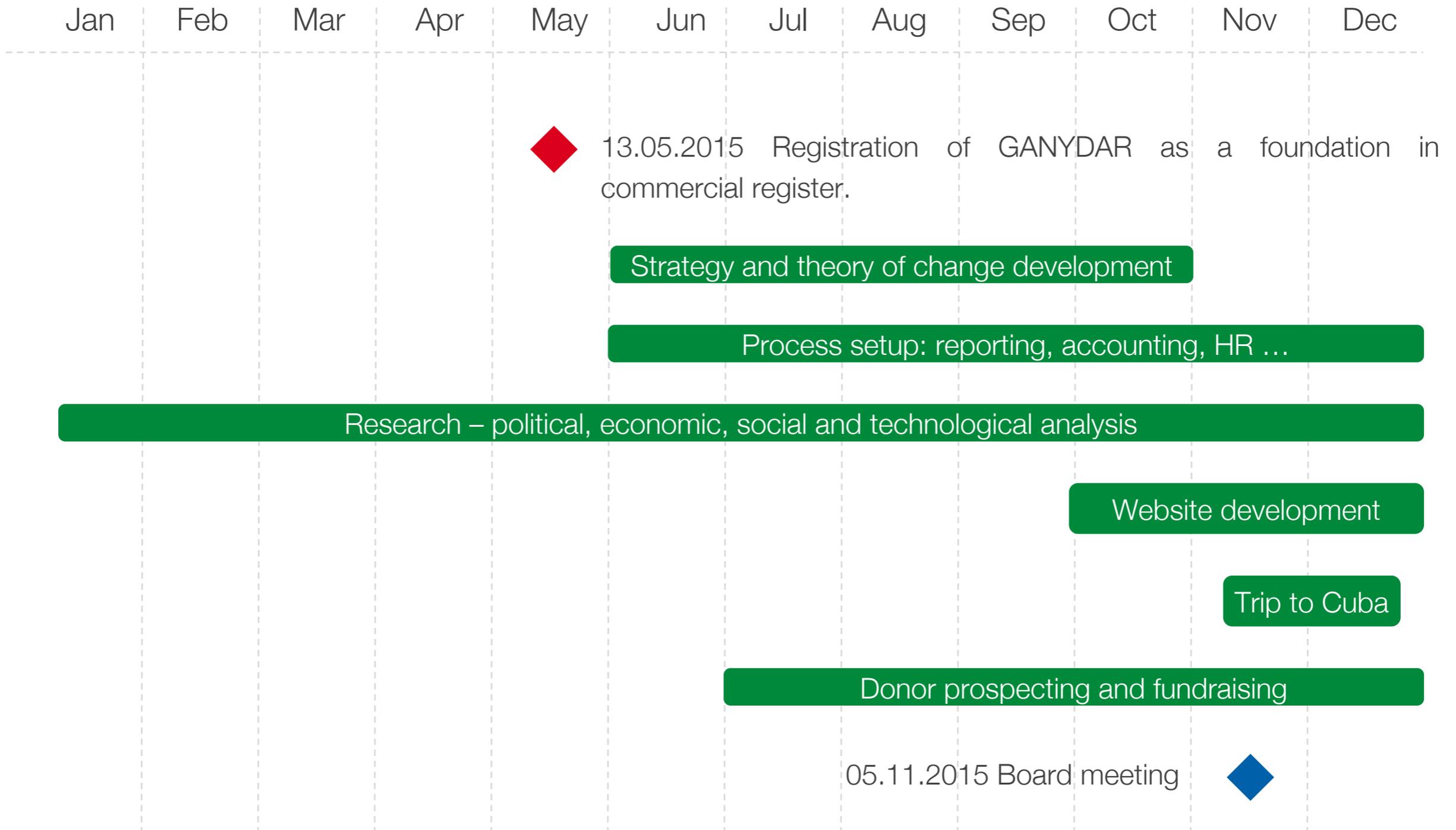
Theory of Change

We create workshops, on-the-job training programmes and communities around the goals of education and employment for all.

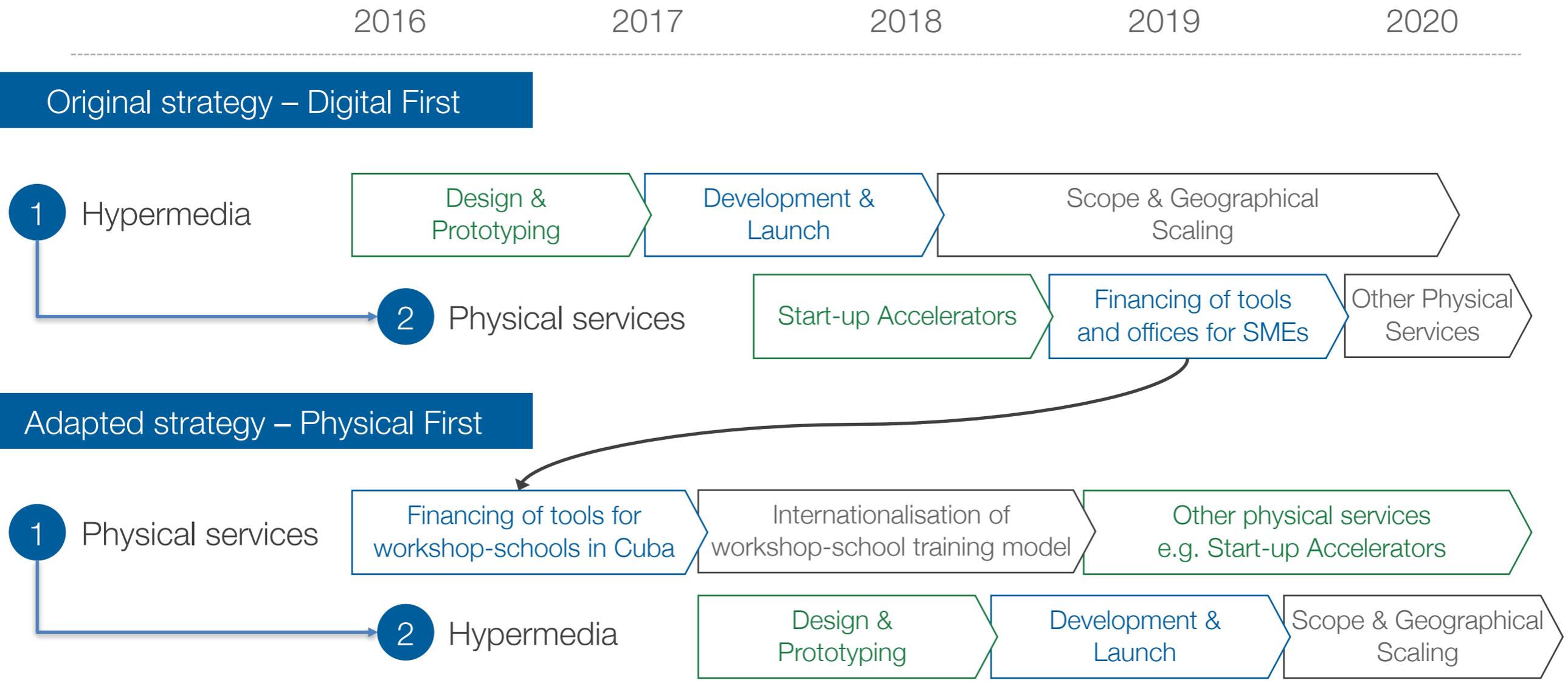
GANYDAR movement

GANAR y DAR. We do not hand out charity; but we are an engine that empowers youngsters, which then become catalysts for their communities.

2015 saw the registration of GANYDAR as a foundation, the development of its theory of change and selection of its first programmes to support.



We propose a physical-first strategy rather than a digital-first. The goals and programmes remain the same, but the execution order is inverted.



- By executing the workshop-school programme first, we will have a more **immediate impact** on the generation of employment opportunities for youngsters, which continue to be our first key goal.
- Once the workshop programme is running, we will develop digital services, which are **more scalable** but require a greater initial investment of funds and time.

Idle, underprivileged youngsters of 17-25 years of age attend a two-year programme to become qualified workmen in their chosen field.

- Youngsters of **ages 17-25**, coming from **underprivileged backgrounds** and that neither study nor work embark on a **two-year programme** to become qualified as workmen.
- Youngsters need to have reached **middle-school (9°)** to qualify for this programme.
- **Apprentices learn by doing**: the workshop-schools educate and train apprentices, allowing them to put their knowledge into practice in the restoration of historical buildings. Additionally, the workshop-schools support apprentices to study and get to **high-school** level.
- The **fields of apprenticeship** offered include:
 - Bricklaying
 - Archaeology
 - Stonework
 - Carpentry
 - Ceramics
 - Electrician
 - Blacksmith
 - Tinsmith
 - Gardening
 - Painting
 - Plumbing
 - General restoration
 - Glasswork
 - Plasterwork

We propose that GANYDAR works with workshop-schools, formalising its operations and integrating 20 years of contacts, projects and expertise.

GANYDAR's challenges

Benefits to GANYDAR of integrating workshop-schools' operations

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|--|--|
| <p>1 Lack of proven track-record</p> | <ul style="list-style-type: none"> Integrating workshop-schools' 20 years of programmes, contacts and expertise would GANYDAR to take advantage of their proven track-record, which will have a huge impact on our ability to raise funds, especially public. |
| <p>2 Long donation-to-impact cycle</p> | <ul style="list-style-type: none"> Workshop-schools have a short impact cycle. Tools and machinery requested by workshop-schools are standard, readily available and can be delivered on short notice. A positive impact is made almost immediately. |
| <p>3 Lack of singular focus</p> | <ul style="list-style-type: none"> Workshop-schools have single, clearly defined focus: funding tools for workshop-schools to train 17-25 underprivileged Cuban youngsters. This clear focus clearly defines our goals and activities. |
| <p>4 Complex and ambiguous</p> | <ul style="list-style-type: none"> With workshop-schools, GANYDAR has a simple, unique and powerful story to tell to its donors. This will improve our ability to raise funds. |
| <p>5 People give to people</p> | <ul style="list-style-type: none"> Donors can see and touch the tools their donations have bought and how many apprentices have used them. Each apprentice has a name and a face, which creates a much stronger link between donors and our programmes. |

GANYDAR will execute two programmes: one physical and one digital. Each complements and reinforces each other's impact.

GANYDAR

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Support workshop-schools (physical)

- Fund tools and machinery for workshop-schools to educate and train underprivileged youngsters.
- Enable on-the-job learning in a formal environment (supervised and approved).
- Support the restoration of World Heritage Sites and other historical buildings.
- Train the next generation of teachers.
- **Projects will be financed on a per case-basis.** Fundraising campaigns to be carried out to meet the financial requirements of the specific workshop-school.

Learning & employment platform (digital)

- Raise awareness of Foundation
- Create communities of donors, beneficiaries and teachers, enhancing communication
- Facilitate access to content for further education.
- Support apprentices once they have graduated to search formal jobs or start their own business.
- Funding for digital programmes will come from specific fundraising campaigns from a **percentage allocation** of all physical GANYDAR projects.

Lucien travelled to Cuba in November 2015 to visit the workshop-schools and see in person the training programmes and their impact on youngsters

GOALS:

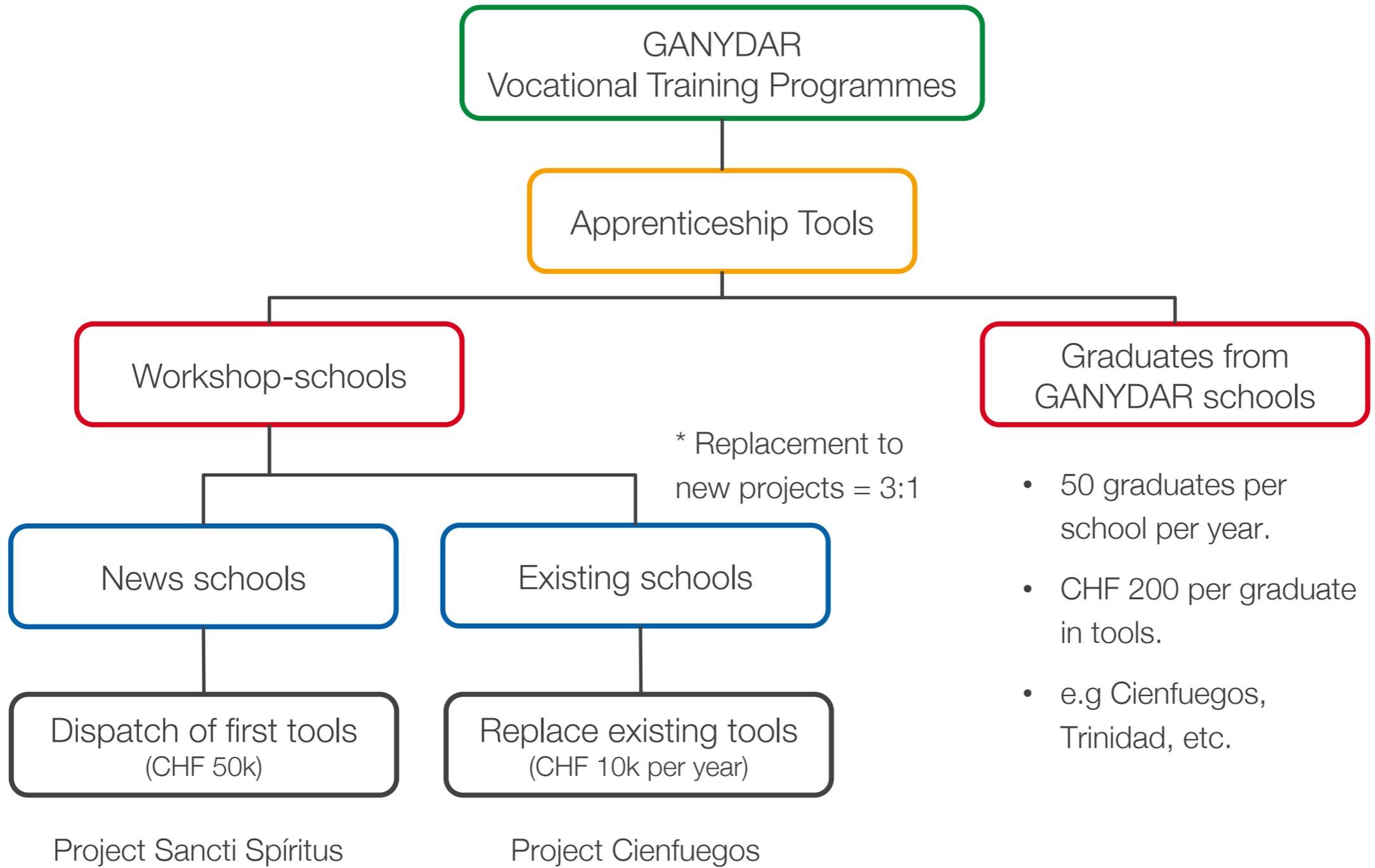
- 1. Programme validation:** visited the workshop-schools in Cienfuegos, Trinidad and Havana. Met professors, apprentices and admin personnel. Saw the tools purchased and the sites being renovated by the apprentices.
- 2. Relationship transition:** introduction to the political representatives and workshop-school directors of Cienfuegos, Trinidad, Havana and Espíritus Sancti.
- 3. 2016 project identification:** identified two projects that fit GANYDAR's selection criteria:
 - a) Tool replacement at Cienfuego's workshop-school.
 - b) First tool dispatch to Sancti Spíritus's future workshop-school.

Daniel Montero's analysis highlights the current political, economic and social instability in Brazil. Hence, Portuguese should come after Spanish.

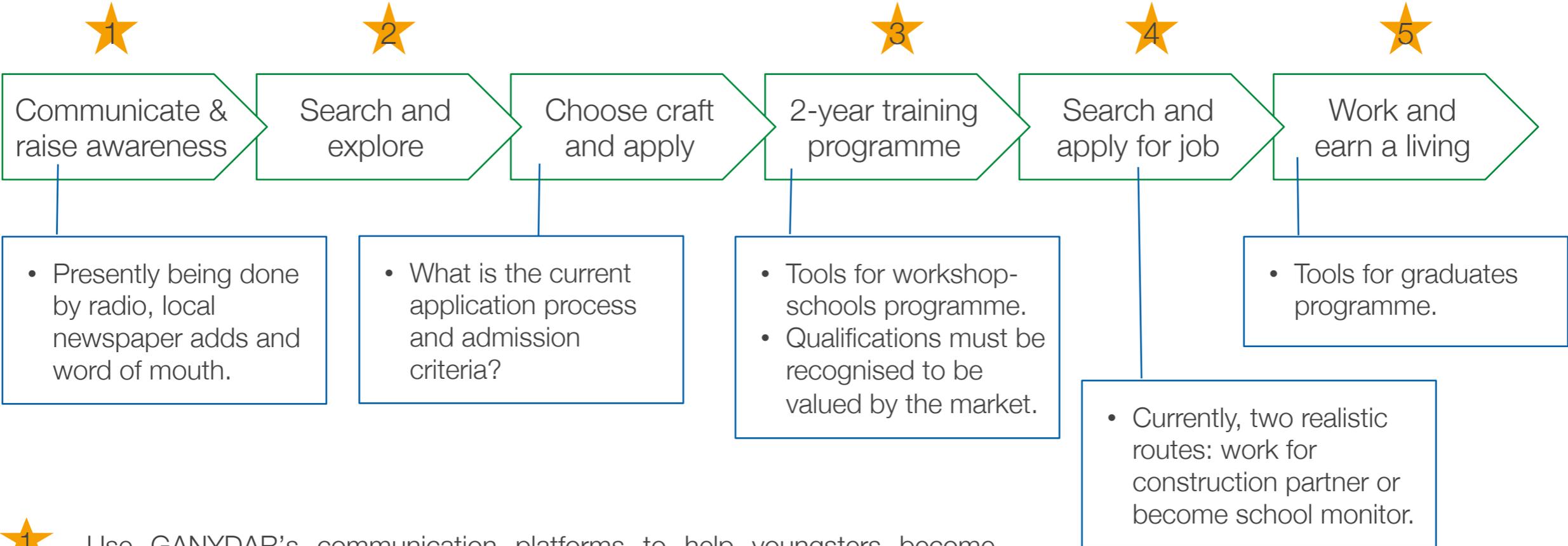
KEY ELEMENTS:

1. By including the Portuguese-speaking population in its scope of action, GANYDAR addresses 95% of Latin America's inhabitants.
2. However, Brazil is suffering from an acute political and economic crisis, which makes planning and launching programmes unpredictable. The analysis recommends focusing on Spanish-speaking countries first, addressing the biggest segment, and then moving on to Portuguese-speaking areas.
3. Consequently, the proposed roadmap is:
 - Implementation of physical programmes in Spanish-speaking countries in 2016 and 2017.
 - Implementation of digital programmes, covering Spanish-speaking countries in 2018.
 - Expand programmes to the Brazil-border areas where inhabitants speak 'Portuñol'.
 - Implement both physical and digital programmes in Brazil's mid-sized cities and large-city suburbs in 2020.
 - Programmes should focus on the subsystems of Support and Inclusion to reach Autonomy.

In 2016, GANYDAR will focus on programmes that deliver tools to workshop-schools and equip graduates to work independently.



GANYDAR will go beyond providing tools and develop an end-to-end vocational skills development programme that increases employment and average salaries.



- ★ 1 Use GANYDAR’s communication platforms to help youngsters become aware of the programmes offered by the various workshop-schools.
- ★ 2 Re-direct interested visitors to appropriate workshop-school. Support workshop-schools to develop a suitable website.
- ★ 3 Train the trainers programme: find qualified teachers and improve training level. Facilitate inter-workshop trainer exchange.
- ★ 4 Job search services: creating a link between workshop-schools and industry to offer graduates attractive and formal employment opportunities. In parallel, offering companies access to a pool of qualified craftsmen.
- ★ 5 Business education content: basics on how to manage money and key risks. Templates to keep finances under control.



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