

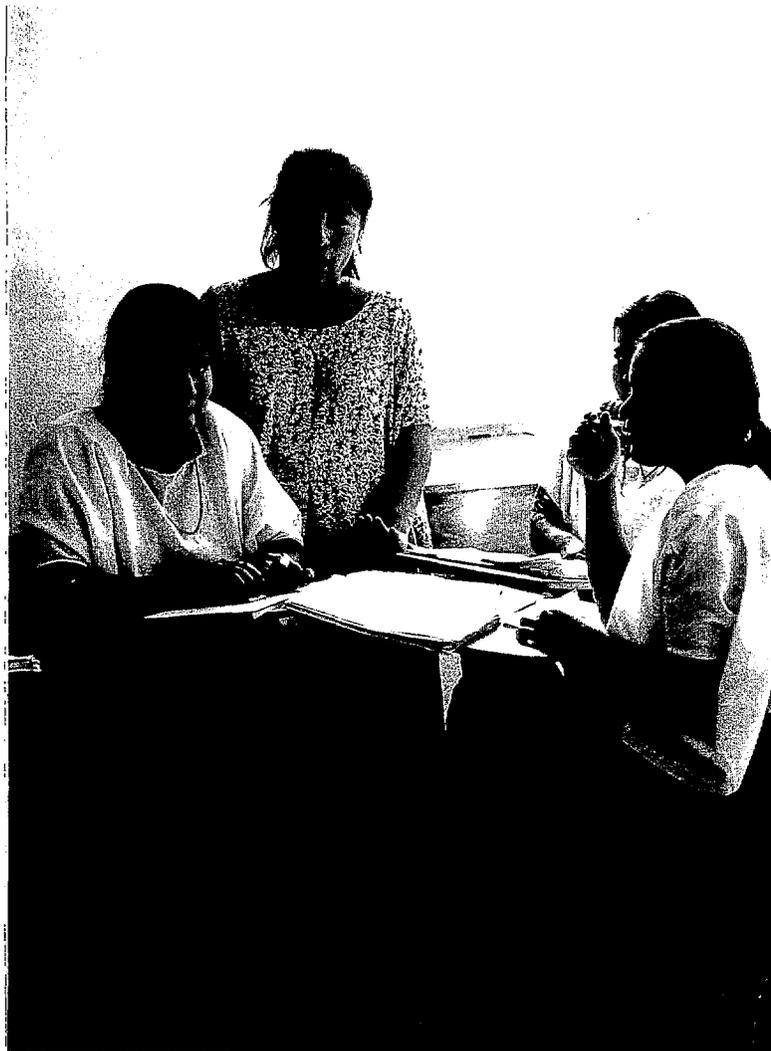
PD -ABP-230

94369

MID-TERM EVALUATION
STRENGTHENING SALESIAN CAPACITY TO
MANAGE ECONOMIC DEVELOPMENT PROJECTS

Salesian Missions, USA - Grantee

A.I.D. Cooperative Agreement No.: FAO-0158-A-00-4025-00



July 11, 1997

TABLE OF CONTENTS

	Page #
Executive Summary	1
Purpose of the Mid-term Evaluation	3
Description of the Cooperative Agreement	3
Methods & Procedures for the Mid-term Evaluation..	6
Findings of the Mid-term Evaluation	8
Specific Project Objectives	8
Conclusions & Recommendations	24
Lessons Learned	26

Cover Photo: *Young women studying to be rural promoters at the Talita Kumi Training Center, San Pedro Carcha, Alta Verapaz, Guatemala*

MID-TERM EVALUATION

STRENGTHENING SALESIAN CAPACITY TO

MANAGE ECONOMIC DEVELOPMENT PROJECTS

Salesian Missions, USA - Grantee

A.I.D. Cooperative Agreement No.: FAO-0158-A-00-4025-00

EXECUTIVE SUMMARY

At the Mid-term Evaluation, the project is progressing very well and is achieving all of its objectives.

More than any other project, it has awakened the Salesians to their vast potential in becoming successful players in the development process and engines of change in the emerging economies and societies where they work. The Salesian network in 121 countries provides a very cost-effective mechanism for the delivery of services to improve the lives of the poor, especially children and youth. Their development work assists poor people to achieve economic self-sufficiency, improve their lives and to participate in the benefits of economic growth. The principal development work of the Salesians is to provide technical or agricultural vocational education to poor, often times, abandoned girls and boys through both formal and non-formal programs in their schools and training centers. Caring for small children and orphans is also an important part of their work. Their education methods give the young person greater self-esteem and enhance character-building.

Although the Salesians are one or perhaps thousands of organizations worldwide helping children and youth, they are without a doubt, one of the most successful because of their 135 years of experience in working with youth, their skilled personnel, vast infrastructure, and network of private sector support. Nonetheless, their development work has been constrained by an inability to meet international standards of project design and administration, the lack of trained management staff and management systems, and by lacking an understanding of the development process and the role they might play in that process, all areas addressed by this grant.

The purposes of the grant are: (1) to strengthen Salesian institutional capacity to design and implement development projects, and (2) to demonstrate and improve the effectiveness of Salesian programs to help children and provide technical training to poor out-of-school youth in order that they can find employment.

At Mid-term, Salesian Missions has adequately staffed its Arlington, Virginia office with professional and very capable project development officers, successfully established and strengthened project offices and trained staff in Guatemala (for Central America), the Philippines, Ethiopia, and Haiti, and supported the implementation of five demonstration projects in three countries (Philippines, Guatemala and Ethiopia). In addition, it has revised its project development training program to focus more on project design and management, and Salesian-specific needs and experiences. It has trained about 120 Salesians and laypersons in project development and management. The Salesians have learned that by investing A.I.D. resources in improving project design and presentation through the local project offices that were established by this grant, they can attract significant international donor resources to support and expand their work.

Project Offices have increased the number of Salesian projects presented to potential donors. For example, the Central American Project Office in Guatemala manages a portfolio of 33 projects. It has negotiated or helped to negotiate large grants from the Inter-American Development Bank, KFW (German Government), and Fondo de Inversion Social. These grants have totalled over \$7 million. In Ethiopia, the Project Office raised almost \$2.5 million in 1995-96 from donor organizations, and another \$800,000 from individual contributors. Without A.I.D. funding probably to set up these project offices, this kind of funding would not have been obtained by the Salesians. Project offices have also become resource centers and coordination/communication focal points for the Salesians.

Demonstration projects are providing the Salesians with successful experiences in project design and management. Some of them have already achieved more than expected under this grant, and one, the Talita Kumi Center, was designated the best women's project in Guatemala by UNICEF, and a model for women's education by UNESCO. All of the demonstration projects were evaluated and reported on separately to A.I.D/Washington.

The present evaluation was conducted by William M. Pruzensky, Ph.D., an outside consultant, who is the Executive Director of the International Partnership for Human Development (IPHD), and Aubrey Mills, Director, Salesian Missions Office for Government Programs. The evaluation was conducted between June 1-27, 1997 at the Salesian Missions' Office in Arlington, Virginia. Data and information were gathered by direct observation, review of documen-

tation and reports, including the evaluation reports previously provided of the project offices and demonstration projects, finances, and by interviews. The findings and conclusions reflect the mutual observations of the evaluators.

PURPOSE OF THE MID-TERM EVALUATION

The Mid-term Evaluation was conducted in order to assess the effectiveness of the cooperative agreement midway through its implementation to: (1) strengthen Salesian institutional capacity to design and implement successful development projects that assist poor and abandoned children, and young adults, (2) demonstrate and improve the effectiveness of Salesian programs to rescue abandoned children, and (3) provide basic education and technical training to poor youth so that they may gain employment and enjoy a better standard of living, with a more active participation in their respective society.

The Mid-term Evaluation was to indicate and/or recommend how to improve the execution of the project, if that was found necessary in order to achieve the desired results by the end of the cooperative agreement. The evaluation also addressed the adequacy and timeliness of inputs, the decision-making process, successes and shortcomings of the project, impact on target groups, and lessons learned.

DESCRIPTION OF THE COOPERATIVE AGREEMENT

Salesian Missions, established in 1947, provides administrative, financial, technical, and commodity support for Salesian projects and other activities in developing countries. Salesians work in many of the most economically deprived countries of the world. Their activities typically are located in areas where poverty is the norm, hunger and malnutrition common, illiteracy high, average life expectancy low, and average annual income only a fraction of that of developed countries. Although Salesian Missions is supported primarily by individual charitable contributions, it has expanded its scope through grants from private foundations and other donor sources such as USAID.

The Salesian Society, founded in 1859 in Turin, Italy, by St. John Bosco to serve the needs of poor and abandoned children, is an international network of about 40,000 priests, brothers, and sisters, who with hundreds of thousands of laymen cooperators and employees, work in 121 countries. The Salesian Society is the second largest missionary order and the third largest religious order overall in the Catholic Church. It operates 3,104 schools, of which 287 are industrial skills trade schools and 59 are agricultural vocational schools, 870 day-care centers, 219 medical

clinics and hospitals, 90 programs for orphans and street children, 167 social welfare centers, and many other activities. On a day-to-day basis, the Salesians are in contact with two to three million people.

The Salesian program has operated largely without assistance from USAID or other international funding organizations. Nonetheless, with a small amount of outside funding, the Salesians can substantially increase their development impact and more clearly focus on economic development oriented activities. The Salesian network provides an ideal vehicle for USAID and other donors to reach out to the people most in need in countries where they operate. In these countries, the Salesians already have a qualified staff, buildings, and infrastructure in place. They work without a salary and they are dedicated to serving the poor. They provide donor agencies a very cost effective mechanism for the delivery of needed services, especially in the care and education of poor children. They are committed to helping the youth to become full members of their societies. Their methods of empowerment and education are in themselves democratic, both in the classroom and in practice. Salesian training methods also give the young individual greater self-esteem and enhance character-building.

Salesian development work assists poor people to achieve economic self-sufficiency, improve their lives and to participate in the benefits of economic growth. The principal development work of the Salesians is to provide technical or agricultural vocational education to poor, often times orphaned and/or abandoned urban and rural youth through formal and non-formal programs in their schools and training centers. The Salesian system of education provides occupational skills training coupled with personal development. It enhances young peoples' understanding of their civic and societal responsibilities and of their contribution through honest work to the well-being of their families and their communities.

Besides their work in vocational education, Salesians are active in fields such as health, nutrition, cooperative development, community development, micro-enterprise creation and management, refugee assistance, resettlement, and emergency aid.

While development organizations admire the Salesians' work with children and young adults, they are sometimes concerned by the inability of Salesians to meet adequate standards for project administration. This grant intends to address that constraint by establishing improved systems of management, and by appropriately training personnel. The successful achievement of the grant's objectives will be the key to the expansion of Salesian assistance to poor and abandoned children by the turn of the century.

This A.I.D. grant builds upon the work done through two previous A.I.D. grants in institutional development to support program

operations, training, and field projects. The first matching grant was made in 1985, and the second one, in August 1989. These earlier grants enabled the Salesians to strengthen their administrative capabilities, improve the transfer of technology, and to equip and staff non-formal training schools in countries such as Bolivia, Kenya and Lesotho.

The current cooperative agreement from A.I.D/Washington to Salesian Missions was approved on September 16, 1994 for \$3 million, and was amended four times, with the last amendment approved in June 1997. Major modifications included: (1) substituting Haiti for Nicaragua, and (2) establishing a project office in Guatemala instead of El Salvador for Central America. The project began in September 1994 and will run for five years, to September 15, 1999. It involves a matching contribution of \$4,863,000 from the Salesians.

The goal of this program is to rescue and train poor and abandoned girls and boys in developing countries so they may become responsible adults and productive citizens. In order to empower these children and young adults, skilled, dedicated and sensitive people are required to create a supportive environment in which they can be nurtured and educated. Salesians are selected and trained especially for this kind of work. However, the creation of a supportive environment also requires sustenance for the children, facilities, and supplemental health and education services. These require outside financial services, especially with the number of children cared for and educated increasing, along with rising costs.

The purposes of this cooperative agreement are to:

- strengthen Salesian institutional capacity to design and implement development projects to assist poor and abandoned girls and boys; and,
- demonstrate and improve the effectiveness of Salesian programs to rescue abandoned children and provide technical training to poor out-of-school youth so that they may gain employment.

The strategy for carrying out this project is the following:

1. To establish four model project offices for key Salesian provinces to provide professional quality design, implementation, and financial management of development programs.
2. To install in these offices a Salesian-specific project development and implementation system meeting international agency standards.

3. To implement five development projects specifically addressing the needs of poor girls and boys, which will provide examples and experience for Salesians in project formation, management, financial control and evaluation.
4. To help establish local foundations to provide (a) guidance to Salesian schools on needs for skills and content of training programs, (b) job opportunities, (c) funds, and (d) participation in policy dialogue.
5. To continue the institutional strengthening of Salesian Missions begun by the PVC Matching Grant in 1986.

The above involves developing materials and a program to train Salesians in project development and management. It requires training core staff at the provincial level, establishing model development offices in key regions or countries with the capacity to train other personnel, developing the capacity to mobilize resources, and incorporating self-financing strategies into development goals and activities.

Because of Salesian Missions' concern that women benefit equally from the USAID cooperative agreement, both male and female Salesians were targeted. This recognized the role Salesian Sisters play in training girls and young women. Women play key roles in the management of most of the Salesian project offices. They are also trainers and managers of some of the outreach activities.

The direct beneficiaries of this program are over 32,000 disadvantaged girls and boys, who are sheltered or trained in the outreach projects funded by the program and over 200 Salesians and staff personnel who are to be trained under the program. Thousands of other poor or disadvantaged girls and boys will be helped through other projects funded by a wide range of private and international donors as a result of the heightened Salesian professionalism in project design and institutional management developed by the project.

Model project offices were established in the Philippines, Guatemala (for Central America), Ethiopia, and Haiti. Demonstration or outreach projects were also established in three of these countries.

The following sections of this report describe the evaluation methodology, findings, and recommendations.

METHODS & PROCEDURES FOR THE MID-TERM EVALUATION

Salesian Missions in Virginia, USA, contracted William M. Pruzensky, Ph.D., to conduct the Mid-term Evaluation. Dr. Pruzensky has

considerable Third World development experience. He worked in various overseas and headquarters positions for 20 years with Catholic Relief Services, and over 12 years with the International Partnership for Human Development (IPHD). Dr. Pruzensky visited the project offices and outreach projects in Guatemala, Ethiopia, and the Philippines. Since the Haiti project office was established more recent, only a review of correspondence and documentation was made. Mr. Aubrey Mills, Director, Salesian Missions Office for Government Programs in Virginia, joined him in making the country visits and country evaluations. Mr. Mills worked for over 20 years with the Agency for International Development (A.I.D.), both overseas and at headquarters in Washington, where he was a program analyst, management auditor, and manager.

Prior to travelling to each country, both reviewed the grant agreement, its modification or revisions, interim reports, work plans, and other documentation pertaining to each country project in the Salesian Missions Office (Virginia). During the country visits, which averaged about two weeks and in two instances coincided with training workshops, project documentation was reviewed and discussions were held with the project offices' directors, their staffs, outreach project staff, and project beneficiaries. Country evaluation visits were made during the following dates:

- Ethiopia: July 30-August 10, 1996
- Philippines: October 20-30, 1996
- Guatemala: April 6-18, 1997

During these visits, the evaluators attended training workshop sessions in Ethiopia and Guatemala, which gave them an opportunity to evaluate training program content and methodologies, and the impact on participant trainees.

Evaluation reports on the three project countries were submitted to A.I.D./Washington previously and therefore, these can be referred to for further data and information.

These reports describe the progress made to attain each country project's specific set of objectives. They also contain sections on conclusions and recommendations, and lessons learned.

During this time period, June 1996-June 1997, a review of the general agreement encompassing documentation, files, work plans, travel reports, and finances was made at the Office of Salesian Missions in Arlington, Virginia. Discussions were held with the project officers monitoring and managing the cooperative agreement, particularly the following officers:

- John Burke: Responsible for Guatemala
- Robert Chamberlain: Responsible for Ethiopia

- Lawrence Marinelli: Responsible for the Philippines & Haiti.

Other meetings/discussions were held with Aubrey Mills, Salesian Missions' Director, Office of Government Programs, and his staff.

Following the country visits and country Mid-term Evaluation reports, the present overall assessment of the cooperative agreement was made, which incorporates the country findings. It shows the project's achievements at mid-term, lessons learned, and provides recommendations for action and/or modifications. Project impact and new opportunities were also considered in this report.

FINDINGS OF THE MID-TERM EVALUATION

This assessment was made mid-way through the life of the project to determine how the specific objectives as stated in the cooperative agreement were being met, and to indicate and/or recommend how to improve the execution of the project in carrying out the remaining activities. Besides reviewing the agreement's specific objectives, and country project mid-term evaluations, an assessment was made of the facilities and staffing of the Office for Government Programs, Salesian Missions, Virginia, USA.

SPECIFIC PROJECT OBJECTIVES

1. To establish or strengthen four model project offices for key Salesian provinces in order to provide professional design, implementation, training, and financial management of development projects.

Model project offices were established or strengthened by Salesian Missions in the following countries:

- Guatemala
- Haiti
- Philippines
- Ethiopia

The project office in Guatemala covers all of Central America, and the one in Ethiopia (Addis Ababa) manages Salesian projects in Eritrea also. The Haiti and Philippines project offices are country specific.

A review of the project offices showed staffing and facilities to be more than adequate at the mid-term point of the project. The Ethiopia Project Office is the largest of the four offices. It has a staff of 29 people and plans to hire a few others. At least five professionals on this staff are paid

for by the A.I.D. grant, these being the following:

- Project Manager
- Department Head
- Project Officer
- Accountant & Liaison/Logistics Office

Four support staff are also funded from the grant. All are full time employees. A large staff is required since the Project Office has developed a large portfolio of projects and other activities. It also coordinates 5 of the 7 Salesian centers in Ethiopia and Eritrea. All of the centers are expected to be incorporated within a coordination plan by 1999. This Project Office operates: a child sponsorship program which raises about \$350,000 annually; a Salesian/Pisana (Italy) benefactor program, that raises over \$400,000 annually; and an increasing number of projects. Income from the child sponsorship and benefactor programs rose over 400 percent following the strengthening and expansion of the Project Office. Project funding also increased, from a few \$100,000 to over \$800,000 in 1995/96. This is attributed to better designed project, donor confidence in Salesian project and financial management, and better donor identification and negotiation. At mid-term, this is the most successful of the four project offices, and its operation should be self-sustaining beyond the life-span of the cooperative agreement. One can also expect it to have a far-reaching impact on Salesian work in Ethiopia and Eritrea.

In the Philippines, a Project Office was established in Makati (Manila) to coordinate Salesian activities and improve project development for three provinces of Philippine Salesians: Salesians North, Salesians South, and the Daughters of Mary Help of Christians. Representatives of each province serve as project officers. In late 1996, the Project Office was transferred to the South Province and is now located in Cebu City. This decision was taken because the South Province required more project development assistance, and has more potential for attracting donor support than the North Province. There is an Executive Director, Project Officer, Finance Officer, Bookkeeper and Secretary. At the mid-term, this Project Office presented 19 projects to potential donors, of which 8 were approved. Only one was rejected; the others are pending decisions. The total value of the 19 projects is \$4.0 million. The 8 approved projects have a funded value of \$258,000. Although considerable progress has been made to improve project design, more needs to be done, and this is currently being addressed by the project office in Cebu City. For example, projects generally were weak in setting out the budget and describing budget items, in formulation of objectives, and in describing the evaluation methodology that would

be applied. In order to raise additional funds to sustain its operations, the Project Office charges a fee for designing and for coordinating the presentation/negotiation of projects with donors, based on staff time, travel costs, communication and other expenses, plus ten percent of the accumulated cost total. Each province is expected to contribute towards running costs in the future. The Project Office is expected to establish more definitive guidelines in the near future in regard to its project responsibilities with the three Salesian provinces.

A model project office for the Salesian Province of Central America was set up in Guatemala City. It is staffed by a part-time Project Office Coordinator, two full-time Project Directors, and a part-time accountant. This office, known as OPSALCA by its acronym, coordinates the work of four country-specific Salesian project offices in Central America, and intends to help establish two others. The project officers divided the province between them, so that one covers Guatemala and Honduras, the other the countries of El Salvador, Nicaragua, Costa Rica and Panama. Both project officers travel periodically to Salesian centers and projects in their respective geographical areas to advise on new projects, to help design, and to present projects to donors. During these visits, some project training of Salesians and local staff takes place. OPSALCA presently maintains a list of 33 projects for which it provides assistance in one or another fashion. Some of these projects were designed jointly between OPSALCA and the local Salesian center or project holder. Others receive monitoring and evaluation inputs, and some are also handled for donor contacts and funding. A few are still in the formulation stage. At the mid-term, the number of projects handled by OPSALCA, by country, was as follows:

<u>Country</u>	<u>No. of Projects</u>
Guatemala	7
El Salvador	13
Honduras	3
Nicaragua	3
Costa Rica	5
Panama	<u>2</u>
Total	33

The project portfolio has an impressive value of \$63.4 million. However, it includes \$38 million in excess property and food commodities, activities which it coordinates and reports on for Salesian Missions. Some of the projects, especially those submitted to the Inter-American Development Bank, Belgian Government, German Government (KFW), USAID, and the Fondo de Inversion Social (FIS) are quite large. They range from \$505,000 to over \$5 million. A \$2 million project

to expand the Talita Kumi Project (Guatemala) is in its final stage of negotiation with the Inter-American Development Bank. A \$5 million agreement was signed with KFW (Germany) in April 1997 for the Talita Kumi and Don Bosco Centers in San Pedro Carcha, Guatemala.

OPSALCA participated in the design of 12-15 projects, 6-9 more than what were targeted for by the time of the project's mid-term evaluation. Just as important, it provided support in project negotiation, monitoring and evaluation, or technical assistance to 20 other projects. These additional roles might help to sustain OPSALCA later through fee charges.

In regard to resource mobilization, OPSALCA has a list of donor agencies that are potential contacts for funding Salesian projects. As the list is broadened, OPSALCA will be in a position to become a resource center for both funding assistance and donor information, and on a fee basis, it may allow other NGOs to use this information. Presently, no similar resource center exists in Central America.

There is one concern, however: that two project officers may not be able to manage a much larger portfolio and still undertake networking, training, monitoring, and other tasks.

OPSALCA also has excellent replication possibilities. For example, the Salesians in Colombia view it as a model for the kind of project office they hope to set up, and Salesians in other countries have sought information about the structure and operation of OPSALCA.

OPSALCA has more than achieved its targets at mid-term, and it is arriving at the point of becoming one of the most successful project offices and resource centers in Latin America.

A Project Office was established in Haiti in late 1995. There is a full-time Project Office Director, a Technical Officer, a secretary and other support staff. An engineer was employed on a short-term basis to conduct technical studies on at least 17 Salesian projects. About 28 projects have been developed. These include the construction of a reservoir at Oeuvre des Enfants Assistes in Cite Soleil, and \$111,000 from FAES (Haitian Government) for water, training, and other projects. The project office also helped the Salesians in 1995 to obtain a \$300,000 grant from the International Organization for Migration (IOM) to train former military men in trade skills so they can obtain employment. A second \$300,000 allocation was made more recently by IOM. Contacts were made with USAID/Port of Prince, Belgian Government and other donors. The Project Office is also planning to charge fees for project design, management, evaluation, and donor negotiation in order

to achieve a level of sustainability for the future.

In conclusion, four model Project Offices have been successfully established and strengthened by Salesian Missions. The Ethiopia and Guatemala Project Offices are achieving much more than what was expected at the mid-term of the project. Both are attracting a large group of donors and are becoming successful Salesian fund-raising centers. Haiti and the Philippines Project Offices have achieved what was expected, and both may go beyond expectations by project's end. All four Project Offices have adequate administrative procedures. In some cases, such as in Ethiopia and the Philippines, they may need to be reviewed and modified. These procedures could later be generalized in each geographical region. All of the Project Offices have professional staff and adequate support staff. Each Project Office has a project development manual or guidelines, donor lists, project lists, and procedures for negotiating grants. However, project follow-up procedures with potential donors need strengthening in all Project Offices. In the Philippines and Guatemala especially, the project design, management, and evaluation procedures/manuals require some additional technical information, primarily with regard to budgeting, evaluation, and formulation of achievable and measurable objectives. These areas will be addressed in the second half of the project's lifespan.

Finally, the mid-term assessment showed that all Project Offices were adequately equipped and furnished with computers, fax machines, file cabinets, and other items. One (Guatemala) has developed an e-mail system. All Project Offices were deemed to have adequate work space for staff, and for meetings.

To date, this objective has been met extremely well by Salesian Missions, which provides close technical assistance to the four Project Offices by periodic visits of its project officers and through correspondence and other communication. They have also trained project office staff and helped to interpret international donor requirements and procedures, and to negotiate with them for some of the larger grants. Without the cooperative agreement, the Project Offices could not have been established and strengthened, nor could project development have been upgraded and new funding obtained.



*Project design & management training workshop
for the Salesians in the Philippines*

2. To install in these offices a Salesian-specific project development and implementation system (or procedures) that meets A.I.D. and international agency standards. A project design and implementation system (PDIS) was to have been developed and implemented in all four offices. Insofar as possible, the PDIS is to be incorporated in manuals suitable for use in all Salesian provinces.

All of the four Project Offices have developed project manuals or some sort of project procedures that cover project design, management, monitoring and evaluation, and project presentation and negotiation. The Guatemala Office developed a 5-phase project cycle which was incorporated into manual form. It also contains a questionnaire or guide for developing the project proposal. However, the mid-term evaluation of the Guatemala Office, showed that two areas need strengthening: (1) management, and (2) monitoring and evaluation. In addition, the Project Office needs to develop materials on managing finances, computation and reporting of local or counterpart inputs, system(s) of vouchering, monitoring ledgers, and reporting. The second half of the project's

lifespan will address these needs. The outcome could be a manual with special guidelines that might be the model for other project manuals in Latin America. The 5-phase project cycle, as developed, is easy to understand and use. The additional material(s) to be incorporated should also be user-friendly.

The Ethiopia Project Office has a set of very good guidelines or instructions, on project design, management, and monitoring, which incorporate procedures used by donor agencies such as COMIDE (Belgium) USAID, and CEBEMO (Holland). It also uses the project and management manual developed for Salesian Missions by Management Systems International (Washington) under a previous A.I.D. grant, and which was refined under this cooperative agreement by Salesian Missions. Salesians who participated in the recent project training workshops in the Philippines and Ethiopia received copies of that manual, as modified by Management Systems in 1995. Ethiopia has a very adequate project monitoring system in place. At this time, there is no need to develop new guidelines or manuals for this project office. In the future, it may want to computerize the monitoring system, as its development portfolio grows.

The Project Office in the Philippines has also developed adequate project planning and implementation guidelines, based on the manual developed by Management Systems International and Salesian Missions previously and used at the project training workshop in Quezon City in 1995. These guidelines, which are more user-friendly than the manual, are distributed widely to the Salesians of the three Philippine provinces. However, there is a need to develop a follow-up system for projects pending with potential donors.

Haiti also has developed a set of project design and management procedures which can easily be understood and used.

In each instance, Project Offices extracted material from the Salesian Missions' manual and/or other manuals and guidelines to make their manual and guidelines user-friendly and suitable to their country or regional needs.

Since manuals and guidelines or procedures will be reviewed periodically and updated, we see this as an on-going objective where at project's end there will be some refinements and modifications. Nonetheless for the purpose of the mid-term evaluation, the objective has been mostly achieved.

3. To develop a training program in the first year of the project that will be practical and directly useful for the Salesians

in their work, and that a cumulative total of 210 trainees will be trained in four years, 90 trainees by the end of the second year. The training course was to be revised in the second year.

A training program was designed to make development project management practical and useful for the Salesians in their work. It includes project design, implementation, monitoring and evaluation, financial and business management, and methods for identifying donors and negotiating with them. The approach is one of integrating course content and management systems for Project Offices so that trainees will learn practical applications based on Salesian project experiences. It also focuses on creating and increasing a sustainable commitment to development activities within the Salesian Society. While much of the training is based on the development manual prepared by Management Systems International with the Salesians under a previous A.I.D. grant, the manual was revised from past training programs under the current cooperative agreement. Training focuses more on the need for administrative management and accounting skills, how to monitor and evaluate projects, and on presenting projects and negotiating funding with potential donors. Materials include documents which international donors often require, such as project descriptions, logframes, detailed project analyses, budgets, financing agreements, progress and financial reporting, and evaluation. Project examples from Salesian experiences are analyzed, so that the training and development methods can be better applied to the real life situation of Salesian work.

The first training course in project design and management was held in Quezon City, the Philippines, September 18-23, 1995. A total of 32 people participated successfully in this course: 13 from the Northern Province, 10 from the Southern Province, 8 Salesian Sisters (who have their own Province), and one person from Sri Lanka. Two of the trainees from the Southern Province came from East Timor (Indonesia), and one from the Northern Province was from Japan. In this sense the training course had a wider focus and impact than just the Philippines. Prior to this course, most trainees had little project design and management experience. Following the course, solely between September and December 1995, the Philippine Project Office received 14 projects, which were submitted to potential donor agencies. In addition, there have been more recent projects, some which were submitted directly to donors by the Salesians, but in almost all cases, project design has been noticeably better, and proposals more attractive to the donors.

The second training course was held in Ethiopia (Addis Ababa), August 5-10, 1996. Some 25 Salesian Fathers, Brothers, Sisters, and laypersons participated. This was a Design & Proposal Writing Workshop, somewhat similar to the one in the Philippines. Each person had to design a project. This was a very successful training course, which has helped develop over 10 new projects for Ethiopia.

A third training workshop was held in Guatemala, April 13-16, 1997, with 33 trainees. Since many of the trainees had successful experience previously with development projects, the training approach was different. Successful projects were presented and analyzed, especially for lessons learned, which gave the trainees experience identifying the components of a good project and how to present projects to potential donors. Some of the project concepts could be replicated. This was very much of a project case approach to training, and it was handled very well by Salesian Missions. The workshop also looked at future directions for Salesian projects. It gave Salesian Missions a new way of training those Salesians who were already involved in development projects.

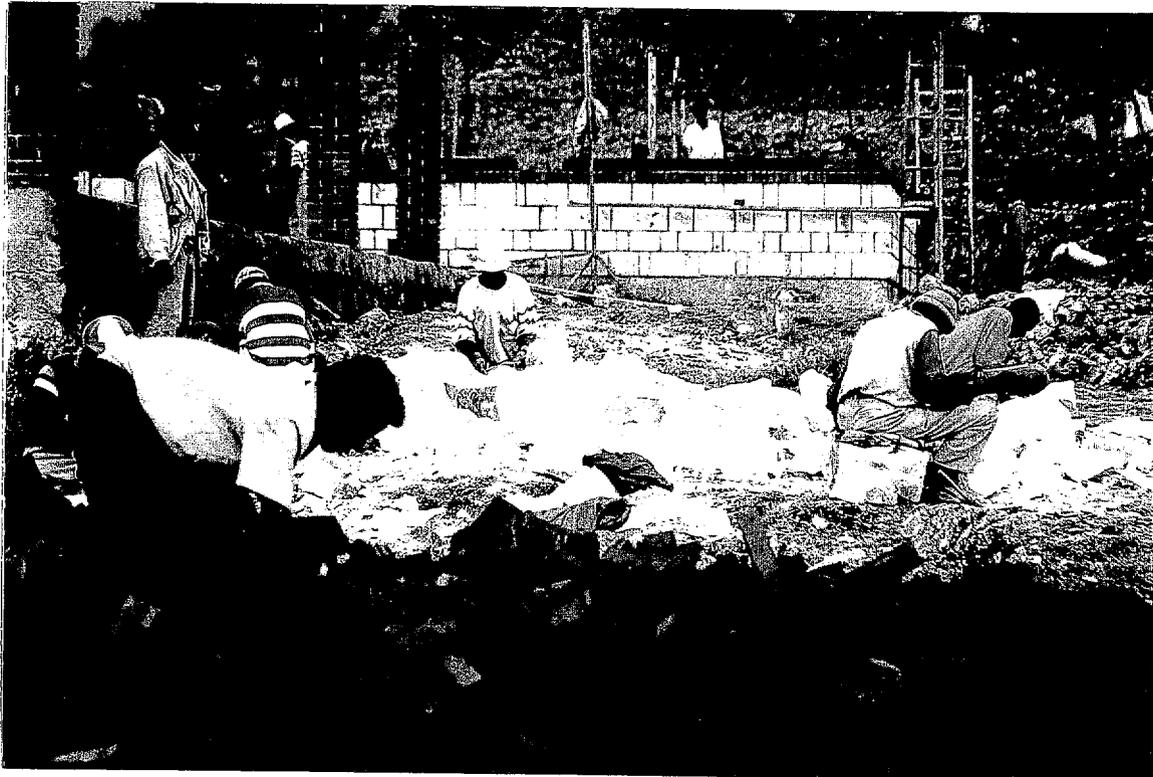
In total 90 persons have successfully completed three formal training courses or workshops. However, there is also some less formalized and more individualized project and management training. For example, the staff of the Central American Project Office train Salesians when they visit each country. A total of 15 persons were trained through individualized and small group training sessions: six in Honduras, four in Guatemala, four in Nicaragua, and one in Costa Rica. Some individualized training is conducted also in Ethiopia and the Philippines, for which data was not available. Salesian Missions trains the staff of the Haiti Project Office through periodic visits.

In addition, some training has taken place in the Salesian Missions, Arlington, Virginia Office. During the first two years of the project, two Ethiopians and one Latin American were brought to the Office for a week-long on-the-job training course.

While data was available for 108 trainees, the real number is probably around 120 trainees. The original objective was to train 90 persons by the end of the second year. We feel that the target of 210 trainees by the end of the project in 1999 will be reached. Current training efforts have successfully generated better designed and more projects, as already seen in this report, and have enabled Salesian Missions to revise the training program to tailor it more to the needs of each group of Salesians and geographical area.



Guatemalan boys learning carpentry skills at the Don Bosco Training Center, San Pedro Carcha, Guatemala.



*Building a Salesian training center in Eritrea for boys
A project catalyzed by the grant with new donor support.*

4. To help establish local foundations (or mechanisms) to provide (i) guidance to Salesian schools on needs for skills and the context of training programs, (ii) job opportunities, (iii) funds, and (iv) participation in policy dialogue on matters relating to poor youth and street children.

While the agreement did not mention the number of foundations or mechanisms that were to be set up, local Salesian foundations have been created in two of the four project countries: the Philippines, and Haiti. In the other two countries, Guatemala and Ethiopia, mechanisms were created to achieve this objective, but they are not formalized or officially structured as an operating body.

In the Philippines, the SDB-FMA Development Foundation was incorporated in January 1995 and registered with the Philippine Government, thereby giving it official recognition as a non-governmental organization (NGO). The Foundation can raise funds locally, conduct dialogue on policy with the government and participate in NGO fora and other meetings. Following its incorporation, it conducted an information campaign to make itself known to other Salesians, Government, NGOs, and business groups. It has its own bank account, raises funds from local patrons and businesses, assesses training and project needs, and because of its official status, it clears equipment and other goods from Customs for Salesian shipments. The Project Office functions as the administrative body of the Foundation. While the Foundation enhances the image of the Salesians in the Philippines and may attract additional resources for Salesian projects and activities, there is some concern that it may compete with the Project Office. They need to work together. The Foundation might give greater attention on the other hand to policy dialogue, local fund-raising, and developing job opportunities through private sector contacts. It will be interesting to see how this model develops in the next few years, especially since the Project Office moved to Cebu City recently and cannot provide all of the administrative inputs required by the Foundation, which remains in Makati (Manila).

In Haiti, the Fondation Vincent was created as the legal arm of the Salesians. It can negotiate with the government, own property, and carry out a policy dialogue with government and NGOs on matters relating to children and training. It works in tandem with the Project Office. It assesses training needs and new job opportunities.

With regard to Ethiopia, a foundation was not established because it was difficult legally to form one. Moreover, such a body might be viewed by the government as political in nature. However, an advisory body to the Salesians was

created on skill needs, content of training, and job opportunities. It is composed of businessmen, representatives of the Salesian training centers, and others may be invited. Meetings are called periodically by the Project Office, which acts as its administrative body. There is no need for the advisory body to become involved in fund-raising since the Project Office has become very successful in seeking new donors and obtaining their support. In fact, the Project Office is at the threshold of becoming a resource center for a wider group of local NGOs. In the area of public dialogue, the Project office, as well as the advisory body, participates. For example, since May 1995, the Project Office has regularly participated in the meetings of the Educational Discussion Group for Ethiopia (organized by USAID and the Ministry of Education). It has also become a member of the Task Force for water resources for Tigray Province. Both the advisory body and the Project Office might explore other ways to broaden their involvement in policy dialogues, especially with regard to education, children, and job development.

The objective was achieved in a different fashion in Central America. In each country, there are Salesian foundations and advisory boards or councils. In El Salvador, because of the extensive work being done by the Salesians, there are three foundations. The country advisory boards are the engines for developing Salesian training centers and projects. They include local Salesian leaders, representatives from the business world, educators, government officials, and other persons, invited to become members. The Salesian country foundations provide the legal status to receive project funds, to fund-raise, to open-up bank accounts, and to import materials and equipment, often duty-free. The Salesian Advisory Board directors comprise the Central American regional or Provincial Council, located in Guatemala City, which oversees the work of the Central American Project Office. There is also a Central American foundation to receive and disburse funds to Salesian projects and other activities. At the local in-country level, there may be consultative bodies or other mechanisms in support of a training center or group of centers and projects.

All of these groups receive technical and funding assistance from the Guatemala Project Office. A good example of this can be found in San Pedro Carcha, Guatemala, where there are two Salesian Centers, Talita Kumi and the Don Bosco Centers. To coordinate the work of both centers, there is a Consultant Council composed of two Salesian Fathers, two Sisters, and five laymen. They address training needs, job opportunities, government policy on training and development, and many other issues. The Project Office provides the Council assistance in project development, negotiation with donors, and attends

policy and other meetings for it in Guatemala City. It interprets regional and international training trends, resource programs, and policy decisions for groups such as the Consultant Council and the Fundación Salvadoreña Educación y Trabajo, and through such action it strengthens their local advocacy action with their government, international organizations, and NGOs. As a regional body, the Project Office is not be directly active, unless necessary, in local policy dialogues in order to avoid an overshadowing of local bodies. It is a technical support center for each Salesian community and center. As such, it helps the Salesians in project development areas and to expand the scope of their work. Each Salesian community has a different level of sophistication with regard to preparing, designing, writing, and presenting projects. Given the small number of staff, the Central American Project Office has achieved a great deal of success in structuring the Salesian's project capability to respond to and meet development needs.

In conclusion, the objective is being achieved, but differently in each project venue. In other words, the local situation has determined how the objective is to be carried out, and in what direction it might go. Each situation will provide a valuable learning experience for Salesian Missions and the Salesian Society in general.

5. **To identify and implement demonstration development projects specifically addressing the needs of poor girls and boys in four countries, which will provide examples and experiences in project formulation, management, financial control, and evaluation.**

The Cooperative Agreement was modified to implement demonstration projects in three rather than four countries. The three countries are: Guatemala, Ethiopia, and the Philippines. For Haiti, only the Project Office was supported under this Agreement. In the above three countries, five demonstration projects are being carried out. All of the demonstration development projects were evaluated, and are described in the country evaluation reports, which were already submitted to A.I.D/Washington. At mid-term, most of the objectives of these projects are being successfully met, and in some cases, targets will be surpassed by project end.

For Ethiopia, a demonstration or model education and community services project was initiated in Adwa, Tigray Province, that will benefit and provide training to the youth of that area. This project has rapidly developed into a model vocational training project in Ethiopia, and its experiences are being applied widely in Ethiopia, and to the planning and develop-

ment of a similar vocational training school in Dekamere, Eritrea. The Adwa Training Center graduated its first group of students in 1996: 30 boys and 5 girls graduated with building trades skills. A second group will graduate in 1997. Other vocational skills will be taught beginning in 1997. The Adwa Training Center is in an excellent position to provide young boys and girls with vocational skills for the local job market since there is a shortage of skilled trades people. These graduates will become productive and responsible citizens and leaders in the developing economy and political life of Ethiopia.

In the Philippines, three demonstration projects were identified and are being supported by the grant. One of the projects is located in Luzon, and involves 5 training centers, where in 1996, 1,430 boys were trained in skills such as electricity, automotive mechanics, electronics, refrigeration and air conditioning, welding, machine operation, and carpentry. These centers are recognized by the government. This project involves the upgrading of 20 technical education teachers, and the quality of technical training. At the mid-term, 17 supervisors and instructors were attending training courses and workshops, the training curricula were being revised, automotive workshops guidelines and instruction had been standardized, and training kits were being developed. One training kit had already been completed and was in use.

A project at the Minglanilla Training Center in Cebu focuses on training 420 girls in computer and secretarial skills, and the garment and food trades. At mid-term, 811 girls had been trained in these skills, either at the Center or through the outreach program, which trains women in the villages. There is an on-the-job training program with various businesses in Cebu City, that often later employ the graduates.

The third project in the Philippines is found at Ilo-Ilo, where a technical training facility is being constructed. The center could begin operation in the second half of 1997. Construction fell a little behind schedule when other donor funds were late to materialize. It will include a residence for about 150 street children, orphans, and poor youth, who will receive technical training. The center will provide agricultural training, also.

In Guatemala, the San Pedro Carcha Integrated Education and Community Services Project was identified, developed and is being carried out by two Salesian centers in San Pedro Carcha, Alta Verapaz. The two centers are the Don Bosco Center, and the Talita Kumi Center, the latter mainly for girls. Over 70,000 people benefit in some way from the activities of these two centers, and eventually, over 300,000 will be reached.

This is the most impressive and successful of the projects supported by this grant. At mid-term, some of the project's achievements have been: 480 health promoter teams trained and operating (160 in the Chisec area of Alta Verapaz), and reaching 19,200 people; 800 rural primary school teachers trained and placed; adult literacy classes reaching 6,000 adults; construction of 150 schools with another 300 planned; construction of water catchments, latrines, and provision of agricultural assistance; and training annually of 320 youth who become rural teachers and community development workers. These are some of the development dimensions of the project. Already, it is attracting new donors. UNESCO called the Talita Kumi Center a "model in women's education", and UNICEF said it was one of the most successful projects in Guatemala.

In each country, the objectives of the demonstration projects are being met, and no problems are foreseen for continued implementation through to the project's end. Salesian Missions staff have visited each project, monitored them closely, and provided technical assistance, as necessary. Staff helped set up the administrative, financial, and monitoring mechanisms/procedures for each project since local project staff had little experience with sub-agreements, reporting requirements, and administrative procedures. In some cases, Salesian Missions has been able to identify other sources of funding to complement A.I.D. funds.

6. To continue the institutional strengthening of Salesian Missions begun by FHA/PVC matching grants in 1986 and 1989. This involves project management staffing with a Director, Office for Government Programs, three program officers, two part-time trainer/coordinators, and administrative support. Each project office will be staffed by at least two full-time professionals and two part-time staff.

The Salesian Missions Office, Arlington, Virginia, employs the following 9 persons for this project:

- Director, Office for Government Programs
- Project Officers (3)
 - Africa
 - Asia (plus Haiti)
 - Latin America
- Program Assistants (2)
 - One of the two posts was vacant at the time of the evaluation.
- Property Acquisition/Financial Administrator (2)
- Secretary

In addition, Salesian Missions employed two consultants for training, both of whom helped revise the training course content. Other consultants were hired for specific project tasks and technical assistance. At least 6 consultants have been employed so far.

Salesian Missions professional staff receives on-the-job training, and periodically during the year, they attend short-term (a day or more) conferences and courses. Staff is evaluated at least annually.

In keeping with the project's purpose, there has been a significant improvement in Salesian Missions' technical and managerial capacity to carry out a worldwide development program; to assist Salesians in the field to identify, formulate, develop, implement, and evaluate development projects; and to access financing and generate financial leverage for projects from private and public sources worldwide. Consultants or outside contractors have expanded the reach and effectiveness of Salesian Missions by filling gaps where staff was not adequate to achieve the desired results. Under this grant, Salesian Missions initiated a campaign to find areas of mutual interest with international donors such as the Inter-American Development Bank (IDB), International Organization for Migration (IOM), and the World Bank. This work could not have been undertaken without A.I.D. funding support.

Logistical support for Salesian Missions also was improved. Excess property shipments have been made to the Philippines, Ethiopia, El Salvador, Haiti, and other countries. These now have a value in excess of \$2.5 million annually.

At the level of the four project offices, all are staffed adequately.

The Ethiopia Project Office employs 29 people of which 5 full-time professionals and 4 support staff are paid by the grant. These include the Project Manager, Department Head, and Project Officer.

The Philippines Project Office employs a full-time Project Officer, a secretary and an accountant. It is backstopped by a project officer for the Northern Province and another for the Salesian Sisters Province. These latter two persons are part-time.

The Central America Project Office, located in Guatemala City, has two full-time Project Directors, a part-time Project Office Coordinator, and a part-time accountant.

The Project Office in Haiti has a full-time Project Office Director, a technical officer, secretary, and other support staff.

All of the project office staff have gone through some kind of Salesian Missions training program. Staff in Guatemala, the Philippines, and Ethiopia attended formalized courses, while those in Haiti have received on-the-job training, monitored by Salesian Missions.

At the Mid-term Evaluation, this objective has been achieved. In the second half of the project's life-span, staffing should become sustainable and even better able to carry out development tasks. That is, their activities are expected to further strengthen the development work of the Salesians. Without this grant, the project staffing could not have been created and trained, although some structure might have existed in Ethiopia. The capability of current staff has led to an increased project portfolio and new funding.

CONCLUSIONS & RECOMMENDATIONS

The Salesian network provides an ideal vehicle for A.I.D. to reach out to the people most in need, especially children and youth, in the countries where they operate. The Salesians' potential for development impact and personal empowerment of the poor is very significant, as shown by this project. Because of the Salesians' structure, skills in training youth and caring for children, qualified staff, and private resource base, they provide a very cost-effective mechanism or infrastructure for delivering needed services to poor children and youth in general.

At mid-term, the project is achieving all of its objectives, and in a number of areas, there has been overwhelming success. While no recommendations are made in this mid-term evaluation report, ten (10) recommendations were made during the separate mid-term evaluations of the project offices and country demonstration projects. These can be referred to in the reports filed with A.I.D./Washington on these mid-term evaluations.

Four recommendations were made each for the Philippines and Ethiopia, and two for Guatemala. At the time of this mid-term evaluation of the overall agreement, a review of correspondence and reports showed that all recommendations were being adequately addressed and in some cases ready for closure. A review of financial management for the agreement showed that the financial system is excellent, well-monitored, and funds are disbursed in a timely fashion when financial reports are received timely from the field, which is usually the case. Counterpart or Salesian contributions are accounted for and appear to be enough to meet the target set for the Salesian contribution in the agreement.

While the project has awakened the Salesian Sisters to the potential impact they can have in improving the care of children and training of girls, more should be done to provide them with the same kind and degree of technical assistance, project guidance, and resources as given to the Salesian Fathers. Up until now, the A.I.D. grant has mostly benefitted the Salesian Fathers' development programs. In fact, this current grant may have been one of the first grants to target attention on the Salesian Sisters in order to encourage them to become more fully involved in development beyond their traditional methods of caring for children and training young girls. As a result, one of the demonstration projects in the Philippines, and the Talita Kumi Center in Guatemala are being supported for women's training. In Ethiopia and Haiti, assistance to the Salesian Sisters has been provided in a less formal way. The project has also given some of the Sisters training in project design, management, project presentation to donors, and evaluation. In other words, this current project or A.I.D. agreement has set the stage for a significant development thrust to help the Sisters and to give equal attention to girls' and young women's needs. While no recommendation is being made on this matter, we strongly feel that Salesian Missions and A.I.D./Washington need to sit together to discuss how best to meet and support the Salesian Sisters in their programs targeted on girls and young women.

In addition, Salesian Missions might develop a programmatic thrust to bring Sisters and lay women more directly into development roles, such as employing them as local project officers, providing them more project development and management training, and by responding to technical assistance in areas of particular concern to women. Certainly, some of this has developed already through this grant. For example, project staffing in the Ethiopia Project Office is around 50 percent female. The project officer in Haiti is also a woman. This has happened somewhat by chance more than by design. Salesian Missions professional staff might also visit the Sisters and their projects more frequently. However, given the current resources and workload, this is not always easy to do. This is one of the reasons why a special/separate programmatic thrust may be required. Both Salesian Missions and A.I.D./Washington should address this matter in the very near future.

The project offices that were established and strengthened under this grant are beginning to mobilize substantial local and international donor resources. As their project portfolios increase and demands grow for technical assistance, training, evaluation and other inputs, local project staff may become overwhelmed. Salesian Missions might begin to monitor the workload of the project offices in terms of efficiency to avoid overloading in the future and too broad of a development response.

On the other hand, the grant has proved that Salesians can design and manage projects better and concomitantly attract more resources. This is resulting in expanding and improving Salesian development programs where the project offices operate. It means also that more children and young people in general will benefit. It has also stimulated an eagerness by Salesians in other geographic areas to set-up their own project offices or mechanisms. They are already beginning to seek guidance from the four project offices and from Salesian Missions in Virginia for this purpose. Because of the present success the four project offices have had, Salesian Missions might consider helping the Salesians in other key development areas to establish project offices. In some cases, regional rather than country project offices might be considered, with the Central American experience being the model. While no recommendation is made, Salesian Missions needs to address this point since there will be increased pressure to set up more project offices.

Lastly, Salesian Missions needs to address the sustainable potential of the local project offices. At mid-term, the project office in Ethiopia is the more sustainable office of the four. However, all of them can be sustained after the life of this grant by the Salesians in a number of ways, i.e. direct Salesian funding, charging fees for developing projects, training, evaluating projects, conducting studies/surveys, and through other fund-raising efforts.

LESSONS LEARNED

There is a tremendous need to strengthen institutions worldwide to deal with the problems of youth. The United Nations Conference on the Rights of the Child called attention to the growing problem of displaced children and youth unemployment in the world. While only one of thousands of organizations around the world working with children and youth, the Salesians represent one of the most effective organizations in the field, in a large part because of their 135 years of experience successfully working to save and rehabilitate children/youth at risk, and because of the larger infrastructure they have focusing on children. Literally, their work touches the lives of millions of people each day. And, because of their capability, their work continues to expand with financial and other resources from millions of individuals, hundreds of foundations, corporations and other organizations.

There are a number of lessons that can be gleaned from the history and achievement of this project. One of the project's purposes deals with the institutional strengthening of Salesian Missions as a U.S. private voluntary organization. The A.I.D. grant has enabled the Salesian Missions Office to strengthen its professional level of staffing, and to improve the programmatic and management

capabilities of the Salesians to better develop and carry out both training and development projects in a world that is everyday more competitive for financial and other resources. Under this grant, Salesian Missions learned that by investing A.I.D. resources in improvements in project preparation and design, and professional Project Office staff, significant other international resources can be tapped to further Salesian development activities. For example, Salesian Missions project officers, along with local project officers in the Central American Project Office, which was developed under this grant, were able to catalyze and negotiate successfully for funds from the Inter-American Development Bank, and KFW (Germany) for the Talita Kumi and Don Bosco Centers in San Pedro Carcha, Guatemala. As another example, the Salesian Project Office in Haiti was able to obtain about \$600,000 from the International Migration Organization. Without A.I.D. support, the project offices would not have been established and strengthened and the many projects now being funded or in the process of funding consideration would not have been designed and presented to potential donors, nor could Salesian Missions provide the training, guidance and other technical and liaison support to develop local professional project office staff. In conclusion, Salesian Missions, and the Salesian Society in general, have learned that an investment in establishing project offices, employing and training capable staff for both the local project offices and the Salesian Missions Office in Arlington, Virginia, can generate many more resources and help to expand Salesian development activities. As a result, Salesians in other areas of the developing world have expressed an eagerness to develop similar project offices and to staff them with capable lay persons.

Salesian Missions has also learned that good project design, along with flexibility and patient negotiation, are critical elements in seeking funding from large donor organizations. And improving Salesian project management skills enables the Salesians to enhance their worldwide image as a capable development institution serving the needs of children and youth. Moreover, through training courses for Salesian development workers, and the development of Salesian-specific project design and management guidelines or procedures, the Salesians are beginning to standardize a Salesian development methodology, at least for now on a country and regional basis. This, too, has contributed to obtaining access to more donor organizations than in the past.

In the past year especially, Salesian Missions has found that potential development projects, especially for girls and young women, are much more numerous than the resources available without the outside assistance to establish the project offices. The creation of project offices has identified and clarified Salesian needs, inventoried projects and project concepts, and helped the Salesians design, present, and negotiate girls'/women's projects. Increasingly, the number of projects for girls and young women has

grown, beyond what had been foreseen. Without the project offices, supported by the A.I.D. grant, the Salesians could not have identified and developed these projects.

Salesian Missions has learned that institutional strengthening can generate at times a very heavy workload for its staff of capable project officers, as well as for the project staff of the local or regional project offices. While the number of staff in relation to the number of projects managed, and the value of these projects has increased, the Salesians still have one of the most favorable staff to project ratios among U.S. PVOs. In order to manage workload peaks, and to fill gaps in their project officers' expertise, Salesian Missions has used consultants and contractors. This has worked very well, and has generated new ideas and more donor contacts, besides alleviating some of the small staff's workload.

Support of the OGP has resulted in a major shift in Salesian thinking in both developing countries and at headquarters as to the importance of development projects and the availability of outside resources to support them. The Salesian communities in the developing world are in most cases viable institutions with long histories of successful social and economic service for the poor. Moreover, the Salesians in these communities have a great deal of in-depth experience, skills and abilities, but up until recently, development thinking was not given much importance, and was pursued along traditional and often charitable lines of thought. This is now changing rapidly.

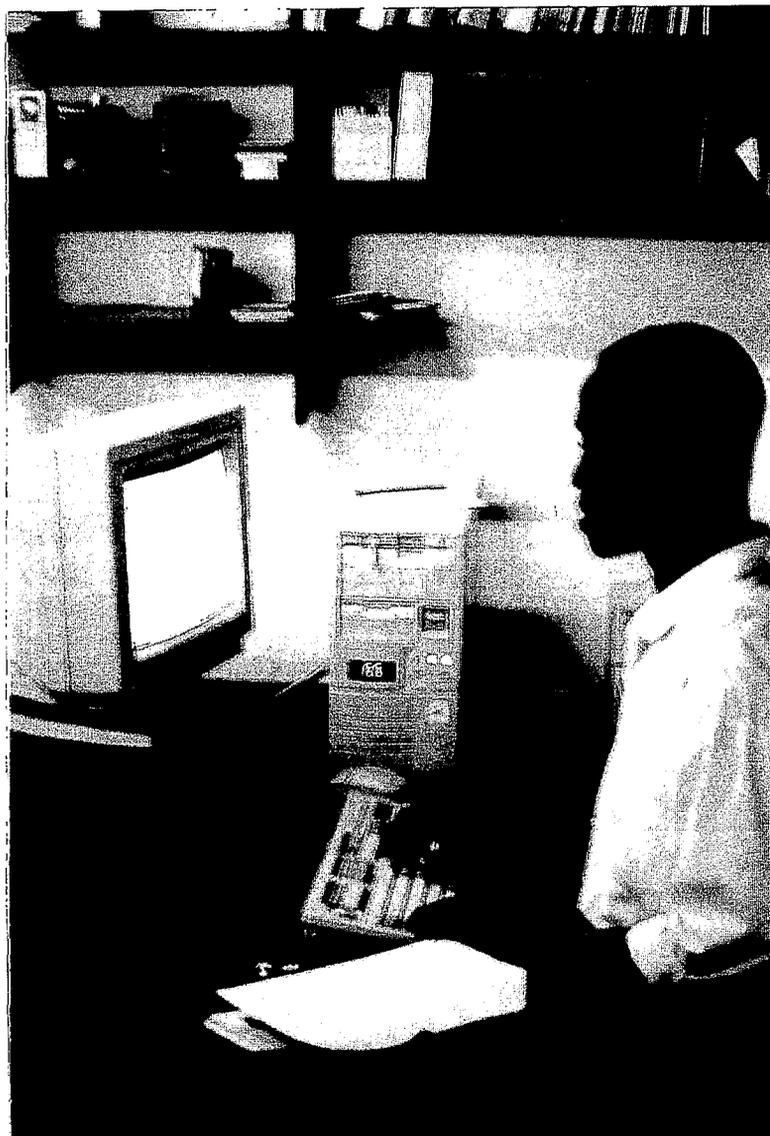
The OGP has awakened a sleeping giant (The Salesian Society) and demonstrated the importance of development projects in achieving its own objectives of improving the lives of poor people, especially children and youth, and the availability of outside resources to fund these projects. However, unless the demonstration can be continued long enough and with enough magnitude, it may not be institutionalized within the Salesian organizational culture. This is especially true for the Salesian Sisters, for whom development projects are only beginning to make a significant difference.

The Salesians also learned that the establishment and effective use of local foundations can provide additional resources for Salesian development activities and can help them to improve their skills training programs to meet business job market needs. It also enhances the ability to engage governments in policy dialogue on the plight of poor children and youth, and the role of technical education in improving their lives.

Lastly, the Salesians have seen that they can become an engine of development in emerging economies and can make a significant contribution to the social and economic development of the countries in which they work. The successful implementation especially of the grant's small demonstration projects has shown

them the impact they can make in developing local communities and emerging economies. Girls and boys who pass through the Salesian training programs often become successful leaders in their community and country, and further catalyze social and economic change.

In conclusion, the OGP has awakened the Salesians to their vast potential in becoming successful players in the development process in addition to their institutional work of improving the lives of children and young adults.



Teenage boy learning computer skills at a Salesian training center in Ethiopia