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Salesian Missions

**Strengthening Salesian Capacity to
Manage Economic Development Projects**

Final Evaluation
September 1999

Project No. 938-0158

Cooperative Agreement
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LIST OF ACRONYMS

BHR/PVC	Bureau of Humanitarian Response, Office of Private and Voluntary Cooperation
CA	Cooperative Agreement
CARDI	Caribbean Regional Development Initiative
CDIE	Center for Development Information and Evaluation
COMIDE	Service de Cooperation Missionnaire av Developpment
EDGE	Educational Discussion Group for Ethiopia
FAES	Fondation Vincent pour l'Agriculture
FVA	Fondation Vicent pour l'Agriculture
FOCAL	Haitian local nongovernmental organization
GOG	Government of Guatemala
GOE	Government of Ethiopia
IDB	Inter-American Development Bank
IOM	International Organization for Migration
MG	Matching Grant
MIS	Management Information System
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
OGP	Office of Government Programs
OPSALCA	Salesians' Central American Project Office
PDIS	Project Design & Implementation System
PESFA	Private Education Student Fund Assistance
PM	Project Manager
PO	Project Officer
PVO	Private Voluntary Organization
SDB/FMA	Salesian Priests and Salesian Sisters
SM	Salesian Missions, Inc.
SS	Salesian Society
USAID	United States Agency for International Development
USDA	United States Department of Agriculture

EXECUTIVE SUMMARY

OVERVIEW

The Salesian Missions, a registered Private Voluntary Organization (PVO), with the United States Agency for International Development (USAID), was awarded a Cooperative Agreement (FAO-0158-A-00-4025-00) by the Office of Private and Voluntary Cooperation (PVC) in the amount of \$3,000,000 matched by the Salesian Society in the amount of \$4.863 million over the life of the grant. This Cooperative Agreement was awarded as part of the Agency's Matching Grant Program for a period of five years starting on 9/16/94 and ending on 9/15/99. These funds were provided to:

- assist the Salesian Missions establish project offices in four countries (e.g., Ethiopia, Guatemala, Haiti, and the Philippines);
- provide training to project personnel in project design, management, funding requests, and evaluation procedures; and
- establish demonstration projects to train poor children in developing marketable skills.

The purpose of the USAID Cooperative Agreement were twofold in nature: 1) to strengthen Salesian institutional capacity to design and implement development projects assisting poor youth; and 2) demonstrate and improve the effectiveness of Salesian programs to rescue abandoned children and provide technical training to out-of-school youth.

With the Cooperative Agreement coming to a close in September 1999, the Office of Private and Voluntary Cooperation authorized a final evaluation on the activities of this grant provided by the Salesian Missions, Inc. and the USAID supported development activities. These had been implemented in four countries (e.g., Ethiopia, Guatemala, Haiti, and the Philippines). In each country, Salesian Missions provided technical assistance for establishing project offices and demonstration projects.

EVALUATION PURPOSE

This final evaluation fulfills the requirements of the USAID/BHR/PVC Matching Grant Program. PVC will use this information in its annual Results Report, the review of any follow-on proposals and in distilling "lessons learned" for a broader application. The evaluation focused on answering two fundamental questions about the matching grant program. First, how effective was the grant in strengthening Salesian Missions institutional capacity to design and implement successful development projects that assist poor and

abandoned children? Secondly, How did the grant improve the effectiveness of selected country programs?

EVALUATION METHODS

Two evaluation experts carried out this evaluation; one working for USAID through a PVC contractor, and the other employed by the Salesian Missions Office of International Programs. Consistent with the cooperative nature of the PVC program, the evaluation represents the joint effort of two professionals assessing the success of the Cooperative Agreement. The evaluation team reviewed Salesian documents, and developed site visit questions for guiding interviews during the site visits; and conducted field visits to Salesian project offices in four countries in addition to Salesian administrative offices in New Rochelle, N.Y., Arlington, VA, and Rome, Italy.

FINDINGS

The development of project offices has had a profound impact on the Salesian Society. These are fast becoming models that many other Salesian Provinces would like to replicate, especially those Provinces striving to generate more resources for development projects. Based on the data presented earlier in this report, the evaluation team is of the opinion that the USAID Matching Grant has contributed to institutionalizing the concept of project offices. These model offices have been successful in no small part due to the technical assistance and training provided by Salesian Missions, Inc.

These projects are now quite capable of designing, planning, and implementing projects. Project offices are now capable of seeking out other resources to support their development efforts. Indeed, project goals and objectives are clearer, indicators are more measurable, and office management is more professional. Budgeting procedures have shown the greatest improvement. Nonetheless, there are still some areas that could be strengthened, such as better and more relevant baseline data collection, the implementation of monitoring and evaluation methodologies, and the establishment of local foundation to assist in sustaining local projects. As the "Strengthening" Matching Grant comes to an end, the essential question is whether Salesian Missions did what it proposed doing in its Matching Grant proposal submitted to BHR/PVC on January 14, 1994.

CONCLUSIONS

The key conclusion of this final evaluation is that all of the project offices are now capable of designing and managing projects at improved levels of performance. As a result, the Salesian Provinces have been able to compete for development funds internationally. In sum, the USAID Grant has enabled the new Salesian project offices to raise an impressive \$43,481,530 in new project money. This is a ratio of \$14.49 for each \$1.00 of USAID grant money (the USAID Grant was \$3.0 million). By project end, the amount may reach \$45 million.

Based on the analyses conducted by the evaluation team during their site visits to the Salesian Projects, the following results can be summarized regarding the two primary purposes cited in the program logical framework.

1. To strengthen Salesian institutional capacity to design and implement development projects; the major outcomes were:
 - increased dollar volume of monies applied for and received to maintain project offices and expand local projects;
 - expanded program capabilities to provide services to poor youth in local community settings; and
 - improved ability of project field and office staff to carry out project tasks in a more efficient and professional manner.
2. To demonstrate and improve the effectiveness of Salesian programs; each project office did the following:
 - provided training to Salesians and project office staff in the areas of project design and planning leading to the development and submission of numerous funding proposals;
 - improved project office management procedures in the areas of budgeting, finance, reporting procedures, and overseeing demonstration project activities; and
 - completed implementation of the demonstration projects on time and under budget.

With few exceptions, the evaluation team concluded that Salesian Missions, Inc. effectively carried out most of the activities they proposed in their 1994 Matching Grant proposal.

CROSS-CUTTING RECOMMENDATIONS

A list of recommendations for improving SM contributions to Salesian project offices in future endeavors are provided which are based on issues that crosscut all of the sites visited during the evaluation. They are as follows:

1. In its training programs and through technical assistance, Salesian Missions should provide greater emphasis on improving the collection of baseline data, data analysis, and applying such analyses as part of a strategic planning process.
2. Along with providing information on monitoring project activities, Salesian Missions should equally stress the need for formal evaluation in assessing project activities, their overall performance, and the results achieved.
3. More attention must be given to deciding where to locate a project office; additionally, Salesian Missions should develop more detailed feasibility procedures with threshold

criteria for determining what countries are likely to have the most productive sites for establishing projects.

4. USAID should play a more active role in monitoring multi-dimensional program agreements; annual reports need to be reviewed carefully with regard to performance levels in order to determine as early as possible apparent weaknesses in program operations that could require timely and effective interventions.
5. Closer attention needs to be given by Salesian Missions for training project offices in sound business management procedures such as establishing overhead rates and fees for project design, project management, and evaluation since such fees are an importance source of funds for sustaining project offices

INTRODUCTION

I. PROGRAM IDENTIFICATION

The Salesian Missions, a registered Private Voluntary Organization (PVO), with the United States Agency for International Development (USAID), was awarded a Cooperative Agreement (FAO-0158-A-00-4025-00) by the Office of Private and Voluntary Cooperation (PVC) in the amount of \$3,000,000.¹ This Cooperative Agreement was awarded as part of the Agency's Matching Grant Program for a period of five years starting on 9/16/94 and ending on 9/15/99. These funds were provided to: 1) assist the Salesian Missions establish project offices in four countries (e.g., Ethiopia, Guatemala, Haiti, and the Philippines); 2) provide training to project personnel in project design, management, funding requests, and evaluation procedures; and 3) establish demonstration projects to train poor children in developing marketable skills.

II. PROGRAM OVERVIEW

The Salesian Society (SS) was founded in 1859 in Turin, Italy by St. John Bosco to serve the needs of poor and abandoned children. It is an order within the Catholic Church like that of the Jesuits and the Franciscans although it is especially noted for its work in educating poor, orphaned and abandoned children. It is one of the largest missionary orders and the third largest religious order in the Catholic Church. Today the Society is an international network of 40,000 priests, brothers, and sisters, along with many thousands of lay persons (*cooperators*) and employees who are working in 121 countries (see Midterm Evaluation, No. 6). The Society operates 3,104 schools worldwide of which 287 are industrial trade schools and 59 are agricultural vocational schools. The Salesian Sisters operate 870 day-care centers, 219 medical clinics and hospitals, over 90 programs for orphans and street children, 167 social welfare centers as well as many other activities in developing countries. Salesian efforts reach millions of poor persons on any given day (The Salesians: Memo copy).

Salesian Brothers

The Society is not highly centralized but operates within a quasi-autonomous structure of Salesian Priests and Brothers promoting activities within a given country or region designated as a Province and headed by an individual called a "Provincial" who manages all activities in the Province. At this time, the Society has 94 Provinces; each group of Salesians is organized into living/organizational

¹ This \$3 million grant was matched by the Salesian Society in the amount of \$4.863 million over the life of the Cooperative Agreement.

arrangements called “houses” within each Province. A Rector Major who is elected by a Council of Fifteen oversees all Salesian Society activities and advises the Rector Major guides the Society. The Council also functions to assist the Rector Major on setting policy. The central organization in Rome determines overall Society policy and assists in guiding funding efforts for the full range of Salesian activities. However, the majority of SS activities are initiated at the local Provincial level by the members of houses who decide the nature of a given activity, how to fund a specific activity like building a school and how subsequently to maintain and operate a school or health facility. The organization chart for the Salesian Society is provided in Figure 1.

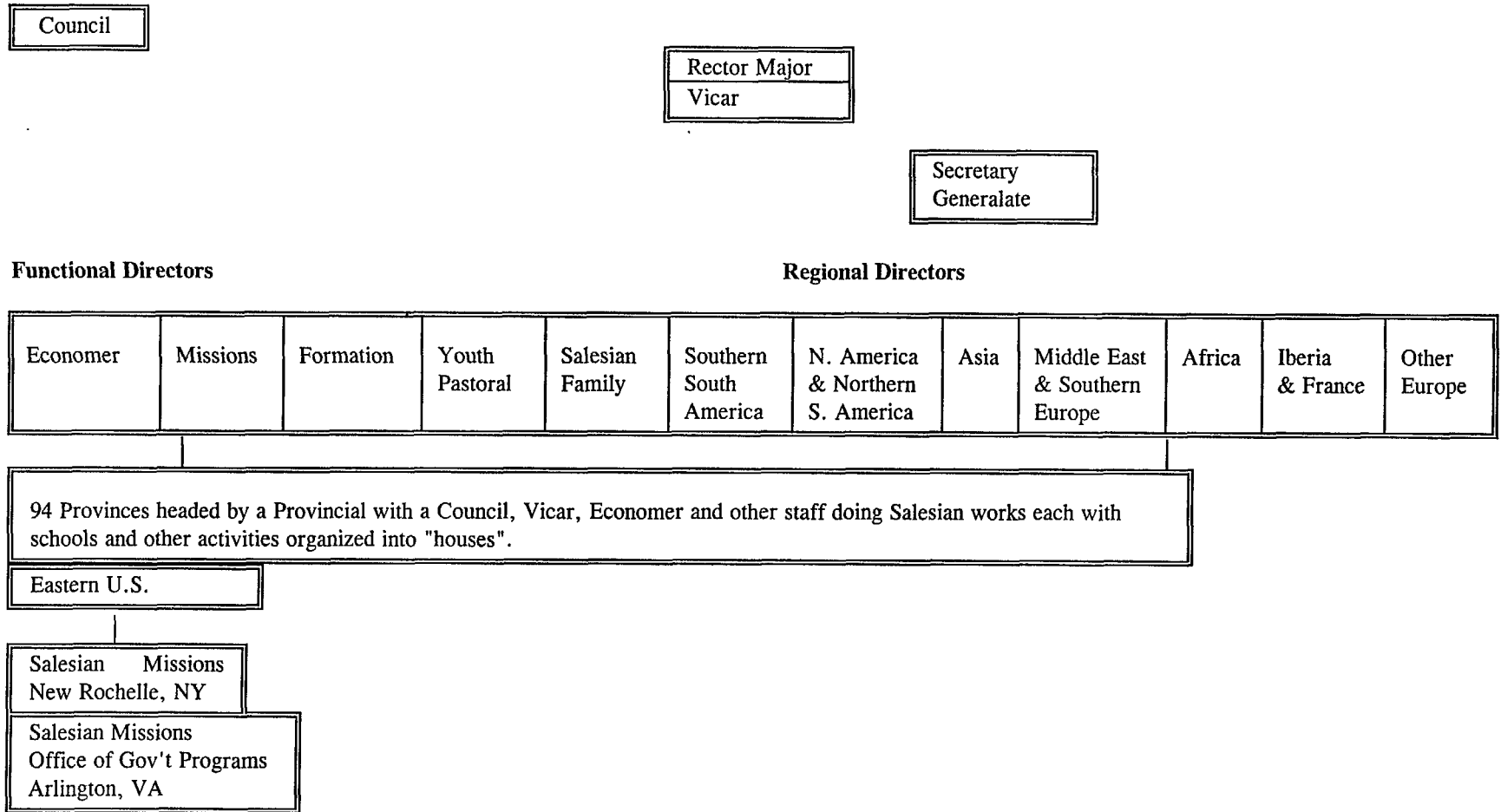
Salesian Sisters

The aforementioned structure described is with respect to the Salesian Society comprised of Priests and Brothers. The Society has always acknowledged the role of women and their contributions to serving the poor but until recently, the Sisters were relegated to support roles—often bordering on that of second class roles. The Salesian Sisters, became relatively independent of the Salesian Brothers in the early 1990s. They operate under a more highly centralized structure that seeks to more rigorously coordinate the activities and resources of the Sisters. Whenever possible, the Fathers and Sisters cooperate on various activities—but it is on a case-by-case basis—essentially, each group works independently of one another.

The evaluation team met with representatives of each organization in Rome during June 1999. Concern had been expressed by USAID/PVC that Salesian Brothers and Sisters were demonstrating only limited cooperation in their development efforts. After meeting with each group, it was clear that the Brothers and Sisters were pursuing goals consistent with their current organizational needs. The Brothers indicated they do desire cooperation whereas the Sisters are currently devoting more attention to strengthening their organization. However, more cooperation between the Salesian Brothers and Sisters is likely in the future as the Sisters become much more comfortable with their independent status within Salesian Society.

Salesian services to the poor over the last century have operated for the most part without any reliance on funding from government entities. Salesian Houses have collected funds from lay people and their congregations at the local level or funds have been solicited from constituencies in other countries willing to support a particular project. The Salesian philosophy from its founding has been on providing skills—in short, “not giving a man a fish but rather teaching a man to fish.” Small fees are usually charged to clients and students to assist in the support of schools, clinics, or day-care centers. For the most part, the SS seeks to avoid programs that require perpetual handouts but rather have supported programs which can become

FIGURE 1: SALESIAN SOCIETY ORGANIZATION



self-supporting via their local congregations and the local community. However, the Society has become aware of the need to communicate its activities to a wider audience and to seek contributions and assistance from a broader constituency.

To this end, the Salesian Missions, Inc. (SM) was established as a non-profit entity in 1947 in the United States. SM provides administrative, financial, technical, and commodity support for Salesian projects and other activities in developing countries. It is supported primarily by individual charitable contributions. As a recognized 501(c)(3) non-profit PVO, Salesian Missions works on behalf of the Salesian Society to expand its humanitarian and development activities worldwide. In recent years, SM has expanded its revenue sources to include grants from private foundations and other donor sources such as USAID. The SM Office for Government Programs (OGP) was established in 1985 to seek funds from foundations and government.² During the last 15 years, SM through its OGP has sought to conduct evaluation on the activities of this grant in its OGP and the supported development activities in four countries.³

Current Implementation Status

The Cooperative Agreement (CA) being evaluated ends this year on September 15, 1999. The country project offices were originally scheduled to closeout their activities on June 15, 1999 but have all been extend to finish on the same date as the CA.

Partners

This Cooperative Agreement did not have partners in the formal sense—rather the OGP assisted in the establishment of project offices in four countries, which functioned to coordinate and focus the development activities of Salesian Houses in the Provinces where the offices were operating. It should also be pointed out that Salesians generally do not talk in terms of development but stress their services to the poor—especially young persons in need of skills training. Nevertheless, since the Salesians seek to improve the lives of people in a long-term sense, their work can appropriately be described as “developmental” as opposed to short-term humanitarian assistance.

² Salesian Missions, Inc. has been registered with USAID as a PVO since 1986. The Office was redesignated as the Office for International Programs in March 1999.

³ The evaluation scope of work is provided in Appendix 1; a listing of the Salesian Missions OGP USAID award grants is cited in Appendix 2.

Program Goal and Purpose (Objectives & Outputs)

The goal of the Cooperative Agreement was to “rescue and train poor and abandoned children so that they may become responsible productive adults and productive citizens. The purposes were twofold in nature:

1. Strengthen Salesian institutional capacity to design and implement development projects assisting poor youth; and
2. Demonstrate and improve the effectiveness of Salesian programs to rescue abandoned children and provide technical training to out-of-school youth.

The measurable indicators and identified data sources for verification were cited in the logical framework or logframe of the 1994 Matching Grant proposal (see Appendix 3). This evaluation has been guided by the means of verification identified in the logframe along with extensive interviews conducted with Salesian OGP staff and country project office-demonstration project staff and personnel.

III. EVALUATION PURPOSE

This final evaluation fulfills the requirements of the USAID/BHR/PVC Matching Grant Program. PVC will use this information in its annual Results Report, the review of any follow-on proposals and in distilling “learning” for a broader application.

Evaluation Objectives

The evaluation focused on answering two fundamental questions about the Matching Grant Program.

1. How effective was the grant in strengthening Salesian institutional capacity to design and implement successful development projects that assist poor and abandoned children?
2. How did the grant improve the effectiveness of selected country programs?

Stated succinctly, what was the overall performance of the grant and the four demonstration projects funded by it, what was planned, what was achieved during the life of the grant, and what was the impact on the Salesian Society’s capability to design and manage projects in selected countries?

In answering these questions, the evaluation objectives were to:

Provide the Salesian Missions and USAID with an assessment of the grant’s achievements per the following program objectives stated in the approved grant agreement or as reflected in subsequent amendments.⁴

- Establishment of four model project offices in key Salesian provinces to provide professional design, implementation, training, and financial management of development projects.
- Installation of a Salesian specific “project development and implementation system” (PDIS) that meets USAID and international agency standards.
- Identification and implementation of demonstration projects addressing the needs of poor girls and boys in four countries.

⁴ The objectives as stated reflect slight changes from the language contained in the original Cooperative Agreement (USAID 1994); these changes acknowledge modifications incorporated into the CA over the life of the grant. For example, the project established four model offices, not three. Greater emphasis was also placed on training activities which was not specifically addressed in the CA. With respect to the model projects, they each developed their own set of objectives within the broad framework of the CA, which fit their own development efforts.

- Development of a training program that will be practical and useful to Salesians for their work—circa 200 trainees to be trained over five years for continued project management.
- Implementation of local foundations or mechanisms providing; a) guidance to Salesian schools on needs for skills and content of training programs, b) job opportunities, c) funding, and d) participation in policy dialogue on matters relating to poor youth and street children.
- Continuation of institutional strengthening of Salesian Missions as guided by the project management staff in Arlington, Virginia.

Provide answers concerning the relevance, efficiency, effectiveness, impact and sustainability of grant activities—including demonstration projects leading to recommendations for improving future performance.

Evaluation Methods

Two evaluation experts carried out this evaluation; one working for USAID via a contractual arrangement and the other employed by the Salesian Missions OGP. Consistent with the cooperative nature of PVC program, the evaluation represents a joint effort of two professionals regarding the success of the CA. The evaluation consisted of six operational tasks as described in the evaluation workplan provided to PVC. These tasks included:

1. Carrying-out a thorough review of Salesian documents and operations;
2. Developing site visit questions for conducting interviews consistent with answering the two broad evaluation questions (see Appendix 4);
3. Conducting site visits to four countries where Salesian Missions established projects in addition to Salesian offices in New Rochelle, N.Y., Arlington, VA, and Rome, Italy;
4. Processing and analyzing collected data on Salesian Missions operations;
5. Submitting a draft evaluation report to the evaluation CTO; and
6. Preparing the final report for USAID that responds to review comments provided by BHR/PVC.

The evaluation schedule for implementing the aforementioned tasks is provided in Appendix 5. Many individuals were interviewed during the course of conducting this evaluation. A complete listing of the persons interviewed during the site visits

as well as other persons interviewed for the evaluation at the Salesian Missions offices in Arlington, VA and New Rochelle, NY are cited in Appendix 6. Lastly, during the evaluation orientation with PVC officials, concern was expressed regarding the role of Salesian Sisters in the SS. It was agreed that the evaluation should also discuss the role of the Sisters in each country project. Also, while in Rome, a member of the evaluation team would visit Salesian Sisters Headquarters for becoming more fully informed on their activities with the Salesian Fathers, USAID, and other donors. This visit was carried out; Appendix 7. cites some current efforts underway by the Salesian Missions for working with the Salesian Sisters.

Evaluation Results

The results of this evaluation are intended to assist USAID's Office of Private and Voluntary Cooperation to better understand how its Matching Grant Program;

- improves the operational and technical capacity of PVOs;
- strengthens partnerships between USAID and PVOs and between PVOs and local NGOs;
- improves the use of resources by PVC's PVO partners, and
- raises U.S. public awareness of the Agency's assistance to PVOs.

IV. PROGRAM IMPLEMENTATION:

SECTION 1: SALESIAN MISSIONS

SECTION 2: ETHIOPIA

SECTION 3: GUATEMALA

SECTION 4: HAITI

SECTION 5: PHILIPPINES

IV. SECTION ONE: SALESIAN MISSIONS, INC.

1. PROGRESS IN MEETING OBJECTIVES

In carrying out the program, five objectives were identified by Salesian Missions, Inc. The progress towards achieving these objectives is described below.

- (a) **To establish four model project offices for key Salesian provinces to provide professional quality design, implementation, and financial management of development programs.**

Model project offices were established in the following four key Salesian Provinces:

- Ethiopia
- South Province, Philippines
- Haiti
- Central America (Guatemala)

The project offices have raised \$43 million in new funding for Salesian activities in their respective provinces. The following table shows the number of projects designed and funded, and the amount of new project funds raised as of May 1999:

TABLE 1: Project Office Achievements (to May 1999)

Project Office	No. of Projects	No. of Projects Funded	New Project Funds
Ethiopia	153	102	18,210,000
Guatemala	36	19	2,791,839
Philippines	60	39	4,274,033
Haiti	15	6	5,627,497
TOTALS	283	174	\$43,491,530

Note: Haiti data represents only the time period the project office functioned in Port-au-Prince and was supported by the Matching Grant.

Three of the four current model project offices will become models for replication in other Salesian provinces. The fourth, Haiti, had achieved its objectives (see Section 4 on Haiti) before it was transferred from Port-au-

Prince to Cap Haitien to help develop and implement the large USDA-supported Salesian Agricultural Program in that region. Prior to the transfer to Cap Haitien, USAID funding had terminated and USDA funds from monetizing food commodities were to sustain the project office. Since USDA funds were used mostly to develop a commercial farm, the office ran short of funding and has had to reduce its operation. Currently, it has developed a number of new projects, and a strategy is being developed to maintain its operations.

All project offices were staffed with professional and support staff and had facilities sufficient for supporting project activities. All of the staff, except those in Haiti, has participated in the Salesians Project Design, Implementation & Management Training Courses. Haiti staff was trained through Salesian Missions technical assistance visits.

With the help of Salesian Missions, a mechanism to follow project status with donors is in place for all project offices but the current one in Cap Haitien, Haiti. There appeared to be a follow-up mechanism for the project office while it was in Port-au-Prince. At least two project offices (Philippines and Ethiopia) operate direct mail campaigns very successfully, with annual income rising steadily.

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

With technical assistance from Salesian Missions, all of the project offices have developed procedures to address project design, project presentation, negotiation, project management, and project monitoring at a basic level.

Salesian Missions adapted materials previous developed under USAID contracts to serve as a basis for project development and management, as well as for training project office staff, Salesians and lay people who direct staff training centers and Salesian projects, and for other NGO leaders with whom the Salesians interface. Salesians and others who participated in the project training workshops received a copy of the manual. While it currently is the basic reference manual, project offices have used it to develop their own Salesian-specific guidelines and manuals, and have disseminated these widely within and beyond the targeted Salesian provinces.

- The project office for the Central American Salesian Province developed a 5-phase project cycle that has been incorporated as part of this manual. It also contains a questionnaire or guide for developing the project proposal
- The Philippines has developed user-friendly guidelines based on the Salesian Missions manual, but which incorporates parts of other donor procedures (i.e. those of COMIDE, a large Belgian donor agency). Moreover, the Philippines project office has collected an increasing number of different donor application forms and guidelines.
- The Ethiopia project office also has a set of clear guidelines or instructions on project design, management, and monitoring. It, too, incorporates procedures from other donors, but uses the USAID supported Salesian Missions' manual as the basic reference point.
- Under the current Matching Grant, the project office in Port-au-Prince had developed a set of project design and management procedures that were easily understood and used.

Training has been expanded therein providing illustrative projects to help guide Salesians in preparing better projects. These have been presented at training courses, and disseminated to Salesians who express a desire to design a project. Some Salesian participants felt these examples were more helpful than the manual itself since they target better the more traditional Salesian needs (i.e., industrial and agricultural vocational training, care and rehabilitation of street children, and the care of orphans).

The Matching Grant (MG) has enabled Salesian Missions to provide the targeted Salesian provinces with donor directories and information. This service has been made available to other religious groups and NGOs in the Philippines. The Port-au-Prince project office was in the process of building a resource list when it was transferred to Cap Haitien following the end of the USAID grant for that Salesian Province.

- (c) **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 200 trainees will be trained.**

A training program was designed to make development project management practical and useful for the Salesians. It included project design, implementation, financial and business management, monitoring and evaluation, and methods of identifying donors and negotiating with them. The approach has been one of integrating course content and management systems for project offices. Moreover, it focuses on creating and strengthening a

sustainable commitment to development activities within the Salesian Society. Major curriculum revisions were: (1) greater focus on accounting and project management skills, which is reflected in improved project budgeting and financial reporting; (2) the development of personnel and administrative procedures for project offices; and, (3) the incorporation of model forms and documents of successful Salesian projects.

As of May 1999, five training courses were held and an additional course is planned for August 1999 in Guatemala. Table 2 provides a summary of project training provided by Salesian Missions. In addition to workshop training, other training courses for 26 persons were held in El Salvador by the Salesian project office in Guatemala. Moreover, another 20 other persons have been trained in Central America through small group training sessions. If these trainees are added to the 168 who attended the larger formalized training sessions, then a total of 214 persons were trained. In addition, some training has taken place in the Salesian Missions Virginia office. During the first two years of this grant, two Ethiopians and one Latin American were brought to the office for a week-long on-the-job training course.

Of special note, 46 participants of the formal training sessions organized through Salesian Missions/Virginia were female, constituting 32.17 percent of all participants. Most of the women were Salesian Sisters. The cost of training 168 persons in five training courses was \$107,672 from Matching Grant funds - a cost of \$641 per person. In the case of the Philippines and Guatemala, the training courses were also open to local NGOs that have relationships with the Salesians.

A review of project documents and from the information collected through interviews, the evaluators determined the training participants found their training useful and directly applicable to their job performance. Proposals written by participants were generally well written and lucid in their design logic. As an example, the project officer for the Salesian Sisters Province in the Philippines was able to develop and negotiate \$2 million in project funds, separate from the funds received by the Salesian project offices that were established by this Matching Grant and reported in this evaluation. Training courses have made the Salesians more analytical in designing projects, especially at beginning to collect and interpret baseline data. Budgeting is another area where improvements were achieved and is so reflected in the accurate accounting procedures now found in each project office.

- (d) **To help establish local foundations (or mechanisms) to provide (1) 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.

The SDB/FMA Development Foundation, incorporated in January 1995 and subsequently registered with the Philippine Government, covers all three Salesian provinces, including that of the Salesian Sisters. It is tax-exempt, can raise funds locally, and has duty-free import privileges for development and humanitarian materials. Due to its tax-exempt status and also other privileges accorded the foundation, there is some discussion about incorporating the project office within it.

The Fondation Vincent pour l'Agriculture in Haiti was established prior to the grant, but was strengthened by the grant as a regional entity. It is located in Cap Haitien. It can negotiate with the government, own property, and carry on policy dialogue with the government on youth matters, especially vocational training. It is playing a key role in re-defining the structure of agricultural development in northeast Haiti. It provides accounting for the project office.

TABLE 2: Training Course Dates, Locations, and Number of Participants by Sex for each Course

Dates	Location	No of Participants	Male	Female
September. 18-23, 1995	Philippines	32	24	8
August 5-10, 1996	Ethiopia	24	19	5
April 13-16, 1997	Guatemala	37	26	11
March 16-20, 1998	Ethiopia	22	14	8
January 11-15, 1999	Philippines	28	14	14
TOTALS		143	97	46
<u>Planned</u>				
August 25-30, 1999	Guatemala	25	-	-
Total by Project End		168		

A foundation was not established in Ethiopia because of the legal difficulties to set one up. However, an advisory body to the Salesians was created to assess skills training, the context of training courses, and job opportunities. It is composed of businessmen, representatives of the training centers, and as needed, others may be invited. The project office, itself, regularly participates in the meetings of the Educational Discussion Group for Ethiopia.

In the Central America Province, the Salesians have foundations and/or advisory boards or councils in each country. The advisory board directors comprise the Central American Regional or Provincial Council, located in Guatemala City, which oversees the operation of the project office. Policy dialogue is conducted on a country basis. There are also consultative bodies or other mechanisms to support training centers and to advise on job needs and placements.

Training centers in all provinces aided by this grant have created some kind of mechanism to assess skill needs, to find jobs, and to carry on policy dialogue with the government and local business/industry. The grant has been helpful in following graduates of these centers and finding jobs for them.

- (e) **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.**

All of the demonstration projects provide good examples and experiences in project design, implementation, and management. However, monitoring and evaluation procedures were never addressed either in the training workshops or developed in the project offices in any systematic manner. Each demonstration project has its own set of objectives that are described in the country-specific sections of this report. Except for the Ilo-Ilo project in the Philippines, which was delayed in implementation when a donor with a matching input withdrew, all demonstration projects are achieving their objectives. The Ilo-Ilo project will also achieve its objectives albeit later than originally expected.

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 was able to identify other sources of funding to complement USAID funds.

- (f) **To continue the institutional strengthening of Salesian Missions begun by FHA/PVC matching grants in 1986 and 1989.**

The Salesian Missions Office, Arlington, Virginia, employs 9 persons, up from 4 employees in 1994, who carry out the required duties associated with the Matching Grant. The respective positions are:

- Director, Office for Government Program
- Project Officers (3)
- Program Assistants (1)
- Property Acquisition/Financial Administrator (2)
- Secretaries (1)
- Computer Specialist/General Administrator (1)

In addition, Salesian Missions employed four consultants for training, who helped revise the training course content. Other consultants were hired for specific project tasks and technical assistance. At least six consultants have been employed so far who 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. In 1997, Salesian Missions was able to successfully negotiate with the U.S. Department of Agriculture a large \$2 million monetization program to further expand the MG for northeast Haiti. This was its first agreement with the USDA. Other agreements provided an additional \$4.5 million. This work could not have been undertaken without USAID funding support to increase and improve Salesian Missions staff capability.

Property donations for Salesian Missions were also improved. Excess property shipments have been made to the Philippines, Ethiopia, El Salvador, Haiti, and other countries. Between 1994-1998, these had a value in excess of \$27.7 million. In 1997, the value was more than \$10.8 million.

2. PROGRESS IN ACHIEVING SUSTAINABILITY

Salesian Missions Office for Government Programs

The name of the office was changed recently to Salesian Missions Office for International Programs (3/99). The office is part of the Eastern USA Salesian Province, which has its headquarters in New Rochelle, New York, although this special office is located in Virginia. Salesian Missions in New Rochelle has departments for direct mail, donor relations, data entry, production and publishing, Spanish Ministry, computer programming, and finance.

- (a) The Salesian Missions, Inc., in the mid-80s, established the office of Government Programs in Arlington, Virginia, with the assistance of USAID in order to work with donor organizations and to provide project support to

Salesian organizations and programs worldwide. The Virginia office performs the following functions:

- (1) Plans, evaluates, administers, and manages programs and projects;
- (2) Obtains funding for Salesian programs;
- (3) Acquires and ships educational equipment and humanitarian goods useful to Salesian programs overseas; and
- (4) Properly administers the funding and accounts to donor agencies for the use of these resources.

Presently, the office for International Programs has funding relationships with two U.S. Government agencies: USAID and the USDA. However, the scope of its services has expanded to include grants from private foundations such as the Kellogg Foundation. Salesian Missions plans to have the office expand its efforts to seek funds through private foundations and corporations in the United States, and is studying the possibility of entering into funding relationships with European donors. This is an indication that the office for International Programs is of value to Salesian Missions.

The Office for International Programs has assisted Salesian Missions in New Rochelle to help improve its management of resources and to ensure that projects are designed more realistically and better managed. Moreover, the projects carried out by the Office for International Programs have helped Salesian Missions to focus more sharply on developmental issues, which has resulted in increased income from direct mail solicitations and other fundraising campaigns. Salesian Missions publishes a monthly magazine which periodically highlights some of the USAID supported projects, and donors reading these articles are likely to contribute to Salesian Missions. Salesian Missions itself, is a sustainable agency of the Salesian Province of the Eastern United States. In fact, a recent invitation by Archdiocese of Washington to have the Salesians work in the Archdiocese is being considered and if accepted, will have an impact on the sustainability of the Office for International Programs since an additional staff person (i.e., a Salesian) will then be assigned to the office.

- (b) Financial Sustainability: USAID grants have allowed the Office for International Programs to pay for some of its staff and to expand the capacity of the office to develop and manage USAID grants. More recently, the office has begun to seek funding from other donors such as the USDA and the Kellogg Foundation. Currently, less than 50 percent of the cost of the office not directly related to Excess Property is paid for by USAID. This pattern is expected to continue for another year or so. Salesian Missions hopes this can continue for a longer period, or until other donor funds become available to reduce this percentage.

The Office for International Programs of Salesian Missions has been very successful in obtaining funds from A.I.D/Washington, as well as from USAID Missions around the world. Since 1986, USAID grants have totalled over \$16 million. Currently, seven grants with a value of approximately \$5.7 million are active. A list of previous and current USAID-USDA funded projects is shown in Appendix 2.

In addition to USAID development grants, USAID, through its Excess Property & Ocean Freight Reimbursement Program has enabled Salesian Missions to obtain and ship overseas more than \$28.6 million of excess property since 1993. In Fiscal Year 1999, up through March only, almost \$2.8 million in excess property was obtained for Salesian programs in Guatemala, Honduras, Bosnia, Haiti, Nicaragua, Dominican Republic, Liberia, and elsewhere. The shipment of excess property and donated goods would continue on a reduced scale if USAID's Ocean Freight Reimbursement Program is discontinued.

Table 3 provides an overview of Salesian Missions revenue between 1981 and 1997 (the 1998 audited statement was not completed at the time of this evaluation). Contributions from the public increased from 1981 by 63.49 percent. Other donations have also increased. Management and general costs of operating Salesian Missions, including the Office for International Programs, in 1997 totalled \$1.2 million, or 2.76 percent of the total income, and 3.61 percent of income without USAID's support included in the calculation.

TABLE 3: SM Annual Revenues: 1981-97

Year	Private Contributions	US Government Funds	Other Donations	Total
1981	20.0		1.0	21.0
1982	24.0		0.8	24.8
1983	25.0		0.6	25.6
1984	28.8		0.9	29.7
1985	33.9		0.6	34.5
1986	34.3		0.6	34.9
1987	36.9		0.4	37.3
1988	28.0	1.5	0.3	29.8
1989	28.0	0.9	2.0	30.9
1990	29.2	2.0	1.5	32.7
1991	30.2	1.8	1.0	33.0
1992	31.5	1.2	0.7	33.4
1993	30.8	1.9	0.7	33.4
1994	31.9	5.1	0.7	37.7
1995	31.0	7.5	1.4	39.9
1996	27.4	12.3	1.0	40.7
1997	31.5	10.2	1.7	43.4

Source: Salesian Missions 1998

Fundraising costs for the New Rochelle office, mainly for direct mail, were \$4.0 million, or 9.2 percent of the total Salesian Missions income. Salesian Missions/New Rochelle maintains a staff of 80-90 persons, compared to 9 staff in the Office for International Programs. While income is increasing mainly because of its effective direct mail campaigns and monthly magazine, few contributors and donors are interested in funding the establishment of project offices and of training Salesians to be more effective development workers and better managers. They want to see their money supporting projects such as the care of street children and training centers that directly benefit youth rather than strengthening the Salesian infrastructure and institution. USAID have proven to be essential in providing the funds necessary to develop functioning project offices.

3. STATUS OF STRATEGIC PARTNERSHIP

Strategic partnerships were developed by Salesian Missions with all project offices. Salesian Missions provided technical assistance and funding support for both project offices and demonstration projects, which employed their own staff and made their own decisions as to what projects to design and present to donors. They also decided who should attend project development courses. Training centers decided the skills programs would provide. On the other hand, Salesian Missions provided advice on organizational structure, helped to monitor staff and program; provided management and training guidance, and developed training curriculum for sharpening Salesian project skills. The objective was to provide Salesian provinces and local training centers with as much decision-making empowerment as possible.

- Sub-agreements were entered into with provincials (province directors) for establishing project offices, and with either provincials or directors of training centers for demonstration projects.
- The grant assessed the quality and scope of this partner relationship through the effect technical assistance interventions had on improving project development, funding, and overall management. This resulted in more projects and an increase in funding, along with new management skills being generalized throughout each province, with the exception of Haiti after the project office was transferred.
- Communication between Salesian Missions and its project partners was effective. Technical assistance was provided through field visits, by e-mail, fax, and letter. All project offices have e-mail and fax facilities.

In addition to the above project partner relationships, the grant opened up partnerships with many local and international NGOs, along with one other agency of the U.S. Government, the U.S. Department of Agriculture. Kellogg Foundation, the USDA, and COMIDE are only some examples of new supporters for Salesian activities.

IV. SECTION TWO: ETHIOPIA

COUNTRY OVERVIEW

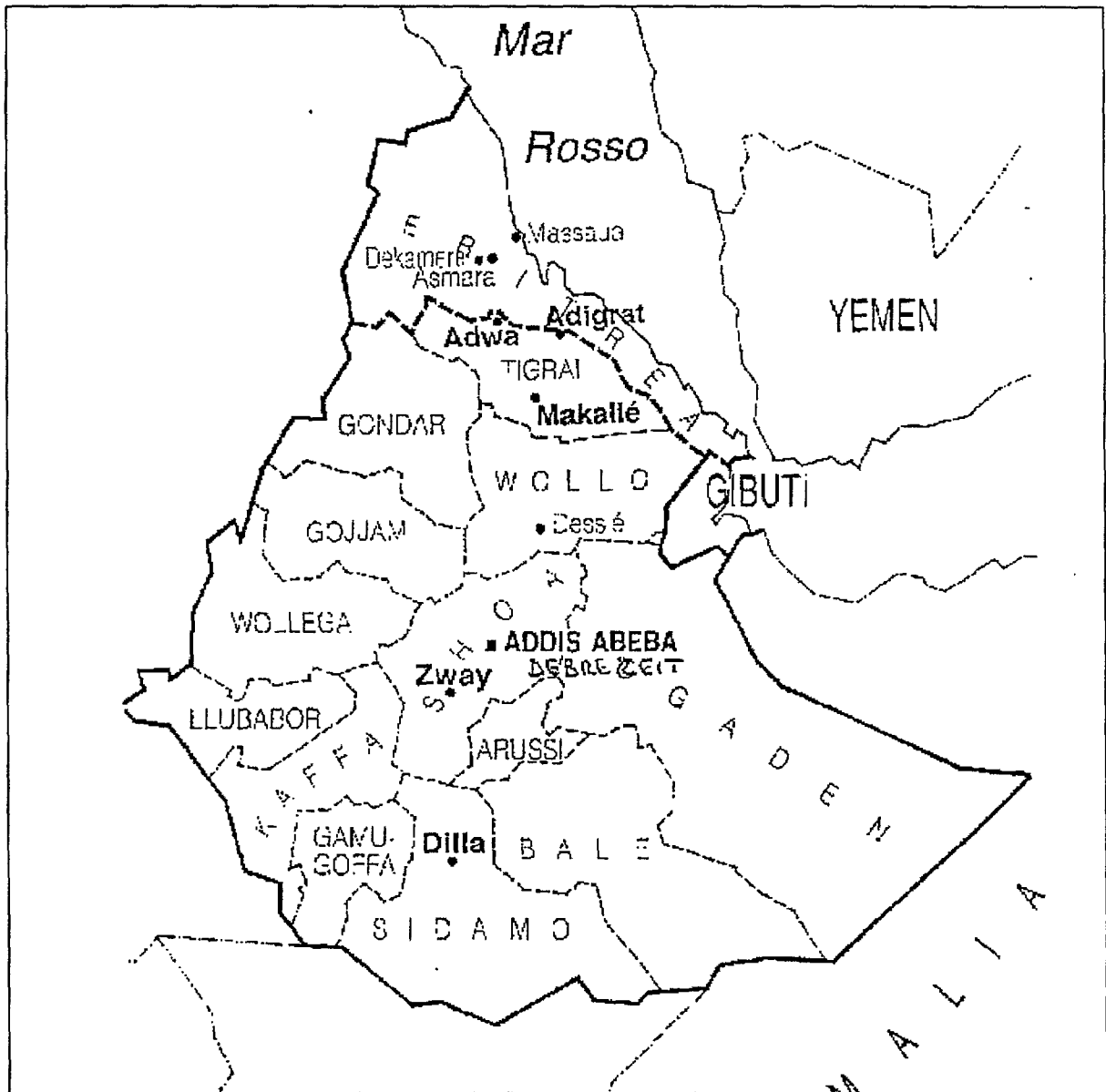
Ethiopia remains among the poorest countries in the world. Steady and measurable progress in improving conditions in almost all-economic and social sectors over the past three years has not yet made significant inroads in ameliorating desperate conditions inherited by the new government in 1991. The nation was only beginning to recover from the severe drought of the early 90s when it again experienced a return to lower agricultural production levels in 1997 because of poor rains. This has resulted in slowing the national economic growth, which had been showing a remarkable improvement after the drought subsided in 1993. Moreover, the renewed border conflict with Eritrea in February of 1999 has placed considerable strains upon government resources. A recent USAID study observed the governance of Ethiopia is still largely based on feudalistic and autocratic practices (CDIE 1997:3) and is so reflected in the economic sector of the country.

Ethiopia's economy is predominantly agricultural (60 percent) with the majority of its citizens living by farming or herding activities relying on traditional technologies. The first national census in 1994 placed the population at 53.47 million with an annual growth rate of 2.8 percent; with no change in the present rate of growth, Ethiopia will grow to 129 million persons by the year 2030 (GOE 1998:331). Life expectancy is now placed at 50 years of age for both sexes. Per capita income is estimated to be \$110 per capita—accordingly, only modest gains have been realized in improving social services during this decade. Despite such stark social statistics, which are among the lowest in the world, the Government of Ethiopia has launched programs in designated development sectors to improve transportation (particularly roads), education and public health. Indeed, these efforts have led to increases in primary school enrollment from about 20% to over 30% since 1990. The government's financial allocation to education now comprises the largest share of the national budget—more than 15 percent in 97-98—up from 14 percent in the previous year (USAID/Ethiopia 1999:2). The Salesian Society, along with many other NGOs, is playing a role in this effort to improve and expand education.

Matching Grant Description of Ethiopia Activities

The Salesian Society has been active as an order in Ethiopia for the last twenty-five years (Newslink 1999).⁵ Currently, there are 88 Salesian Fathers, Brothers and Sisters working throughout the country in seven different sites. Of these, 49 are Novices (Ethiopians training to become members of the SS); the remaining 39 Salesians are represented by Fathers and Brothers from many nations. There are now 7 Ethiopian Salesian Priests—the long-term strategy is to reconstitute the Salesians over the next 20-30 years so that Ethiopians are a majority. Clearly, to support the expanding activities of the Society, it became increasingly clear that the ability to generate additional revenues was crucial if the Order was to meet its goals of serving poor youth.

⁵ The Salesian Society works in Ethiopia as a recognized order of the Catholic Church; it is not registered as a NGO with the GOE since this would restrict its ability to receive funds from donors. The GOE now requires that any registered NGO pass its funds through government ministries to help cover operational expenses. While individual priests have worked in the country, the SS did not work in an expansive context due to its close association to Italy or more pointedly, Ethiopia's history with Italian expansionism prior to World War II.



SALESIAN PROJECT SITES IN ETHIOPIA

This matching grant provided an important source of funds to strengthen local Salesian capacity to assist poor youth by improving the organizational and managerial skills of Salesian staff to plan and design development projects, work with international donor agencies. Additionally, the project established a demonstration project dedicated to vocational training in northern Ethiopia at Adwa in Tigray Province.⁶ These efforts are in concert with the efforts of the GOE and

⁶ The Midterm Evaluation noted that the project was also assisting in developing vocational training activities in Tigray Province as well as in Eritrea. These projects are being continued by the Salesians but with the onset of renewed fighting with Eritrea, it is very difficult to travel to these sites. Sites visits to the north are monitored closely by the military in terms of timing and accessibility. Indeed, when the Salesians are permitted to visit their Eritrean project, they have to

USAID's Strategic Plan to improve and expand primary and vocational training throughout the country. Funds in the amount of \$425,000 were provided by USAID (with a supplemental increase of \$63,000 in April 1999) for a total funding of \$488,000. The Salesian match was \$446,000. With respect to the USAID funds, \$200,000 was budgeted for teacher training, \$100,000 for the drilling of wells at the demonstration project in Adwa, with the balance of funds used to support the Salesian Project in Addis Ababa. This project was started on October 1, 1994 and concluded on June 30, 1999.

1. PROGRESS IN MEETING OBJECTIVES

PROJECT OFFICE

- (a) **To establish a model project office in Ethiopia in order to provide professional designs, implementation, training, and financial management of development projects, and to coordinate the activities of the seven Salesian centers in that country.**

The USAID grant enabled the Salesians to upgrade their small office at the Salesian House into a fully operational project office.⁷ These funds permitted the expansion of the facilities as well as the training of project staff. By January 1995, the project office was fully operational. In contrast to the more informal operation in Tigray, this office adopted more formal and systematic administrative procedures in its management of Salesian development projects.

The office processes customs clearances of project materials and machinery for the vocational schools, manages the purchasing and transport of supplies to the Salesian centers. The office has extended assistance to other missionary groups working in Ethiopia such as the White Fathers, Mother Teresa's Sisters of Charity, and of course the Salesian Sisters. The size of the project staff and their respective responsibilities have grown considerably since 1994. In the first year of operation, the office had 13 paid staff of which only one secretary was to receive support from USAID funds. By September 1996, when the Midterm Evaluation was done, nine persons were being covered by USAID funds. At this time (June 1999), five staff are being paid by USAID funds. The project manager (PM) has made a concerted effort to manage his funds

travel from Addis Ababa to Cairo, Egypt and then back to Eritrea. Indeed, the Project Evaluator was not permitted to travel to Tigray Province so all comments in this report are based on secondary data provided by the Salesian project office in Addis Ababa.

⁷ The present Economist (the economic manager and in practice, the gatekeeper) and several staff members were working in the Tigray Province in the early nineties. Once Eritrea became an independent nation in 1993, the staff were forced to relocate since the government cut off all communication with Eritrea. While much of the project work continued in Tigray, it made sense to coordinate all development activities out of the capitol—Addis Ababa.

carefully, adjusting the staff workload as a project is being completed therein shifting staff to other budget lines.

Total staff salaries were \$1258 in 1994; the monthly payroll now averages \$4424 for a staff of 34. The staff size and monthly payroll directly reflects the success the office has had in generating other sources of revenue. For example, Table 1 displays the level of office activity in writing grants and the level of success.

TABLE 1: PROJECT OFFICE ACHIEVEMENTS/ADDIS ABABA, ETHIOPIA

YEAR	Number of Applications	Amount of Money Requested in US\$	Applications approved	Amount of Money approved in US\$
1994	18	3,000,000	10	1,380,000
1995	24	4,000,000	14	2,110,000
1996	26	4,000,000	18	3,050,000
1997	32	5,000,000	24	3,680,000
1998	37	5,000,000	26	3,990,000
1999	16*	6,670,000	10	4,000,000
Totals	153	27,670,000	102	18,210,000

Source: Salesians of Don Bosco, project office Addis Ababa;

* Through May 31, 1999

Over the five year period of the Matching Grant, the project office submitted 153 grant applications seeking a total of \$27.67 million dollars; 102 grants were approved for a total of \$18.21 million. In short, 67 percent of the applications were funded. Put another way, USAID's contribution to the Salesians in Ethiopia was \$488,000 resulting in a return of \$18 million or a multiplier of 37 to 1.⁸ It would be presumptuous to assume that USAID funds were solely responsible for these dramatic results. Funding is derived from many sources; ranging from international donors to charging small fees to some of the Salesian clients. And to be sure, grant applications ran the gamut from being very short to quite extensive. Annex A of Appendix 8 has an example of a typical application to a donor. The project has also benefitted from the outstanding leadership provided by the Salesian Economist who was highly effective in seeking out funding for Salesian projects along with the quality of the staff he recruited for the project office. Nevertheless,

⁸ Considering only \$188,000 were actually allocated to the support of project office expenses, the multiplier is closer to 97:1; however, \$200,000 of the grant was distributed to staff training which undoubtedly played a major role in the successful grantsmanship activities.

the Economer acknowledged that USAID funds played a crucial role in providing his staff the kind of training required to run the office and to compete for resources in the competitive donor environment of Ethiopia. He was particularly proud of the training the grant permitted to be funded for some of his key staff.

Staff Training

The PM felt it was critical that his staff be trained; over the life of the grant 135 staff were trained. This included long-term training for the office manager in the US. The Accountant also received formal training in the US and is now preparing to take her CPA exams in the United States. Table 2 shows the types of training supported in part by the grant. USAID funded training has stressed teaching skills, project design and management, grant proposal writing, as well as supporting some of the staff professional training.

The matching grant budgeted \$200,000 for training. Over a five-year period, \$181,278 was spent on training of which \$160,729 was spent for international training to bring key staff skill up to international standards.⁹ Of the 34 paid staff, eleven are professionals with the balance of the staff working in support positions such as guards, drivers, cooks, and clerks.

Financial Management

The financial management of the office and the demonstration project is excellent based on an extensive review of the financial records. Examples of these records are provided in Annex B of Appendix 8. The project office accountant prepares monthly, quarterly, and annual reports; these are project specific (such as for the USAID project) or in accordance with the specific guidelines of each donor organization. All financial management is computer based relying on the use of Office 97. Reports were reviewed by the office manager and the PM and then forwarded to the appropriate donor officer.

⁹ While it appears that only \$20,000 may have been spent on the training of local staff, these amounts were buttressed with office expenses and on-the-job training. The PM estimated these expenditures at \$30,000-40,000. Also, the expenses associated with Project Design and Grant Writing were covered by the Salesian Mission office in Arlington, VA.

TABLE 2: PROJECT OFFICE TRAINING

No.	Type of Training	No.of Trainees	Duration of Training
1	Technical Teachers Training Summer 1997	32	1 Month (Ethiopia)
2	Technical Teachers Training Summer 1998	20	1 Month (Ethiopia)
3	Project Design & Mgmt. Workshop	25	1 Week (Ethiopia)
4	Grant Proposal Workshop	22	1 Week (Ethiopia)
5	Mechanical Trades (Alexandria, Egypt)	3	3 Years
6	Automotive Trades, Business Admin, Accounting (USA)*	6	3-5 Years
7	Social Work (Zimbabwe)*	1	3 Years
8	Computer Training	20	1 Month (Ethiopia)
9	Fieldwork/Office Work	6	1 Month

Totals Trainings = 135, *not paid for out of USAID funds.

Source: office manager, Salesian project office, Addis Ababa

Project Design and Implementation

The project office continues to coordinate the development activities of projects (vocational training facilities) in Adwa, Makelle, and Adigrat all located in Tigray Province (see Figure 1) although this is not easy given the border conflict with Eritrea. The project in Dekamere (Eritrea) also is continuing but at a much slower pace given the logistics of access discussed earlier. Two other major projects are being undertaken by the project office; the construction of a Noviate and Youth Center in Debre Zeit in coordination with

the Salesian Center in Zway and the construction of the Mekanissa School in Addis Ababa for the education of Tigray refugees. Work is also underway to design another vocational school in Dilla. USAID funds are being used only in direct support of the demonstration project in Adwa—specifically the drilling of wells. The office also coordinates a Needy Children Program in the poorest sections of Addis Ababa.

- (b) **To install in the project office a Salesian-specific project development and implementation system that meets USAID and international agency standards. A project design and implementation (PDIS) was to be established and incorporated into a manual(s) suitable for Ethiopia.**

The project office has established clear guidelines and procedures for submitting proposals to donors and other entities. This is clearly evidenced by the number of proposals submitted during the last five years as displayed above in Table 2. The PM also indicated the workshops provided by the Salesian Missions were extremely useful to his staff. Two workshops were given; one on “Project Design & Management” in August 1996 and another on “Grant Proposal Writing” during March 1998. These workshops were given to 25 and 22 participants, respectively. Salesian Clergy and Sisters as well as lay persons from all parts of Ethiopia attended these sessions. However, while some excellent training was given, there was no evidence of a project design & implementation system (PDIS) that has been institutionalized.

The PDIS consisted of a manual (and some other documents) provided by SM to the workshop participants. These manuals (actually compilations of materials from various sources) essentially lay out the logic of designing a project or how to write a proposal. Both manuals provide “how to do” information. None of this material is presently computerized and exists only as hard copies. No changes in the PDIS were in evidence since the Midterm Evaluation was conducted.

- (c) **To staff the Ethiopia project office with at least two full time professionals and two part-time staff.**

The project office started with a staff of 13 in October of 1994, but it consisted primarily of support staff. By the early part of 1995, the PM had transferred his professional staff from Tigray Province to Addis Ababa. By September of 1996, the USAID grant was supporting nine staff positions of which six were professionals (e.g., the PM, office manager, department head, project officer, accountant, and logistics officer). As of June 1999, five professionals were still being partially paid by the USAID grant. The evaluator spoke with each of these professionals—all of whom had received training under the grant—each individual was very satisfied with the training provided under the grant and were committed to continue working

with the Salesians in the long term.

- (d) **To establish a local foundation or mechanism to provide (i) guidance to the Salesian centers in Ethiopia on needs for skills and of the content of training programs, (ii) job opportunities, (iii) funding, and (iv) participation in policy dialogue on matter relating to poor youth and street children.**

As the grant concludes, no local foundation has been established to guide or work with the Salesians on training content, job opportunities, funding, or participating in a policy dialogue. In retrospect, this objective sounded good but proved to be difficult to do politically and given the Salesian organizational structure was not really needed. The PM explained the Salesians could not establish a foundation since they were not registered as a NGO with the GOE. From their perspective, it has proven much easier to operate under the auspices of the Catholic Church rather than as a NGO responsible to the GOE. As a body, the Salesians (comprised of all of the Salesian Houses in Ethiopia) meet regularly to discuss their programs, local needs, and possible sources of funding for current and planned projects. Clearly, the project office has been successful in the area of fund-raising and a representative of the Salesians participates in monthly meetings with the Educational Discussion Group for Ethiopia (EDGE), a discussion group of all NGOs participating in educational programs throughout Ethiopia.

The quality of Salesian vocational training is widely recognized as excellent throughout Ethiopia; all of the students graduated at the demonstration project have found employment according to the PD—in fact, respective prospective employers prior to graduation usually offer them employment. Unfortunately, no data were provided to substantiate this statement.

- (f) **To develop relevant materials for project development, management, and training, and for foundation development or resource mobilization.**

During the five years of operation, the project office has collected an extensive array of resources about donors, application procedures, and the strategic concerns of funding organizations. The project office has also added books, manuals, and reports on project design, management, and monitoring & evaluation procedures to its library. This is an ongoing effort, which the PM says the office will continue to invest, consistent with its investment in computers and software. However, aside from the materials provided by Salesian Missions through its training workshops, no materials were developed by the project on project development, management, and training.

DEMONSTRATION PROJECT

- (a) **To successfully implement and manage the Adwa integrated education and community services as an example and experience for the Salesians in project formulation, management, financial control and evaluation.**

The Salesian project office in Addis Ababa was responsible for planning, coordinating, and assisting in the funding of a major vocational training school and supporting facilities in Adwa, located in Tigray Province. The Adwa Don Bosco Training Center Project consisted of constructing a vocational training center for boys and girls, a youth center, a kindergarten and primary school along with the promotion of a skills training program for girls. By the end of 1996, the core buildings (i.e., the vocational training center) had been completed and training had begun for students in general mechanics and automotive workshops. Most of the machinery for the technical school was delivered during 1997 although some special equipment is still in storage in Eritrea and cannot be delivered due to the war. While the goal was to construct a vocational training center, the Midterm Evaluation noted that the construction activity was also an important source of employment for local laborers.

The Youth Center was completed in 1997 and provides a setting where boys and girls can play sports, study, and hold social events. An estimated 1500 children are now using the center. At night, as many as 400 students use the center to study since their homes lack electricity. The Salesian Brothers have also coordinated their activities with the Salesian Sisters who have constructed a women's promotion center, a kindergarten, a primary school, and Sister's residence.

From September 1995 to June 1996, a total of 35 students were trained in the general building trades of the Technical School. Students learned carpentry and woodworking skills, metalwork, plumbing, and general electrical wiring for the building trades. Some training was also provided in drafting and surveying. The first class also included 4 girls. A second group of students were trained and graduated in June 1997—a total of 37. Another 32 students completed their training in June 1998—14 in the newly completed Metal Work Shop Building. Starting in September 1998, the Adwa Salesian Community working with the Regional Education Bureau in Adwa introduced the 3-year technical training course. Fifty students joined the first class; half will study more general studies with the remaining training in manufacturing and machine technology. Once the school is fully operational, it will have a total of 150 students: 50 students in Building Technology; 50 students in Manufacturing & Machine

Technology; and 50 students in Automotive Technology. Table 3 displays the student enrollment since the school's inception. Based on records provided by the project office, all of the school's graduates have been employed to date. Tigray and Ethiopia in general require well-trained technicians creating a demand for the school's graduates for many years to come.¹⁰

**TABLE 3:
ADWA DON BOSCO VOCATIONAL
SCHOOL STUDENT ENROLLMENT 1995-99**

	1995-96	1996-97	1997-98	1998-99
Male	31	33	29	45
Female	4	4	3	5
Totals:	35	37	32	50

- (b) **To drill up to three water wells and provide an adequate water supply for the Adwa Training Center.**

For the Adwa Training Center and ancillary facilities to operate, it was crucial that a steady and reliable water supply be established through the drilling of wells. The overall water project involved constructing not only the wells but water storage tanks, a pipeline to the tanks from the wells, septic tanks, road repair to access the wells, and lastly, planting trees around the site. USAID funds (\$100,000) were set aside to drill the wells. Under this program, late 1996 drilled three wells. While there was some delay in the acquisition of the pumps, all three wells were providing water to the Adwa Training Center, ancillary facility, and the nearby community by mid-1997—two years earlier than expected. Annex C of Appendix 8 displays all of the expenditures for the Water Project beyond that of the USAID contributions to the project.

2. PROGRESS IN ACHIEVING SUSTAINABILITY

- (a) **Project Office**

Creating a reliable revenue stream was one of the concerns of the PM as soon as the Salesian Office was expanded in Addis Ababa. The PM indicated that by having relocated to the capital, considerable increases in

¹⁰ To insure that the students received high quality instruction, two Salesian Priests and one Brother were sent abroad to study mechanical trades at Don Bosco University in Rosemead, California. Additionally, two Brothers studied building/mechanical trades in Alexandria, Egypt. Of these five, three have already completed their studies and are teaching at the training center. USAID Matching Grant funds paid for these students' tuition, room and board and in some instances travel costs.

expenses would be incurred by way of travel, communication, and staff salaries. Even before the USAID grant monies began to flow, the PM sought funding from a wider array of sources (e.g. Caritas, Comide, Salesian Missions, New Rochelle, etc.) other than just the Salesian Houses¹¹ in Ethiopia. In fact, the USAID funds provided a timely catalyst providing funds for staff training and covering the salary of staff who could focus greater attention on seeking alternative sources of funding for Salesian projects. As noted above, the project office has been quite successful—generating a total of \$18.21 million dollars over the life of the project (see Table 1). The finances of the offices are being carefully managed, making sure that income and expenditures are in agreement (see Annex B of Appendix 8). Both the PM and office manager felt that their ongoing efforts in the soliciting grants would continue to be successful.

(b) **Demonstration Project**

The Vocational Training Center buildings have been completed. While some of the buildings for the Salesian Sisters are still under construction (e.g., the Girls Hostel and the Multipurpose Hall for the Youth Center), the Training Center is fully operational and continues to be supported in part by the project office for most of its funding (refer to Annex B). It is envisioned that as the student graduate base expands, and the situation in Tigray stabilizes, the share of local funding will increase therein reducing the level of the dependency on the project office in Addis Ababa.

3. **STATUS OF STRATEGIC PARTNERSHIP**

(a) **Project Office**

The Salesians in Ethiopia are now increasingly recognized for their development efforts and the ability to compete for funds within the development community. They are working with a variety of local donors such as the Sisters of Charity who operate a hospice for children dying of AIDS. The Ministry of Education acknowledges their educational programs as being among the best in the country. The Ministry of Social Programs has publicly praised the Salesian Needy Children Program, which serves orphaned refugee children in and about Addis Ababa. In 1996 when the Midterm Evaluation was done, the program was serving 2032 children; in June of 1999, this number had risen to 2,730 in some of the poorest areas of the city.

¹¹ A Salesian House can be described as a cluster of Salesian activities associated with a residential setting.

(b) **Demonstration Project**

The Vocational Training Center has established close relationships with the local community of Adwa. Local businesses are aware of the training being provided by the Training Center and continue to inquire about the availability of graduates. The reputation of the Training Center is recognized and respected throughout the region and in all likelihood will play a ever-growing role in the provision of skilled technical graduates.

IV. SECTION THREE: GUATEMALA

COUNTRY OVERVIEW

Guatemala is the largest Central American country in terms of both population (12 million) and economic activity (1995 GDP \$14.3 billion). However, the distribution of land, income, and other wealth is disproportionately held by a relatively small group of land-owning elites. An estimated 75 percent of Guatemalans live in poverty. Guatemala's Indian-Mayan population is estimated at 5-6 million or 50 percent of the total population--the highest percentage of indigenous peoples in all of Latin America.¹² Accordingly, the Mayan population is socially, economically, and politically isolated due to both geography and language.

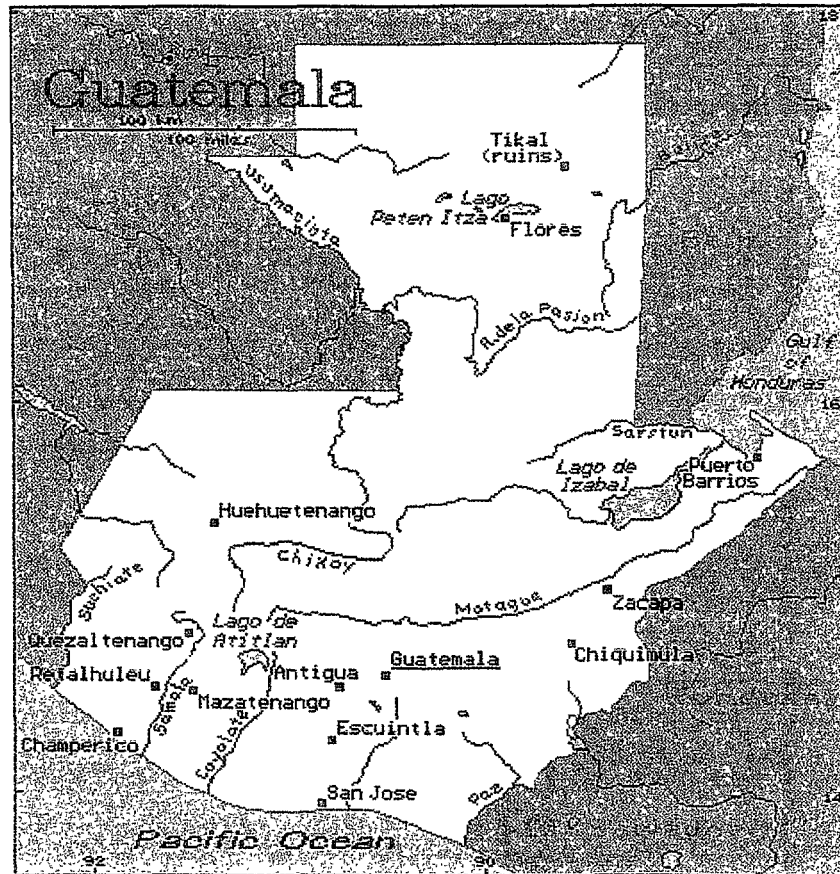
In contrast with other Latin American countries, Guatemala is the lowest in terms of social index measures. Overall literacy is placed at 52 percent--but it is much lower among the Mayan population--especially for women where literacy runs as low as 10 percent. Less than half of the rural population have access to running water, electricity, and basic sanitary and health facilities. Infant, child, and maternal mortality rates are among the highest in the hemisphere. To be sure, the government of Guatemala (GOG) has sought to improve rural services but 35 years of warfare against a persistent force of guerrillas have resulted in three decades of neglect and under-investment in basic social services and rural infrastructure to the Mayan population. On December 29, 1996, the GOG signed Peace Accords with the major insurgents who had agreed to a permanent ceasefire and to demobilization contingent upon democratization, social and rural development, and improving the agrarian situation of land registry and redistribution of land. In recent years, USAID has supported programs in particular aimed at improving the educational level of indigenous Mayan peoples.

Matching Grant Description of Guatemala Activities

USAID provided \$350,891 to strengthen Salesian activities in Guatemala and Central America for a five-year period from October 1, 1994 to June 30, 1999. In April of 1999, an additional \$60,871 was reallocated to the project (\$40,871 to the project office, and \$20,000 to the demonstration project). USAID's total contribution was \$411,762. For their part, the Salesians provided \$891,279 in counterpart funds achieving a total project cost of \$1,303,041. Funds were used to: (1) develop a Central American project office for the Salesians in Guatemala; and (2) support an integrated community development and vocational training program in San Pedro Carcha, in the Alta Verapaz Department, Guatemala. The San Pedro Carcha component supports development and training activities at two Salesian centers, the Don Bosco Center and the Talita Kumi Center: the former for

¹² Fuente (1952:77) has provided the most comprehensive operational criteria of what constitutes an "Indian" or more appropriately in Guatemala, "Indigena." These criteria include: locality of birth, language, illiteracy, surname, costume, and various customs.

training young Mayan men as promoters for rural schools and the latter mainly for training rural young Maya women. Both of these sites are just outside of Coban, Guatemala in the Departamento of Alta Verapaz (see the map below).



1. PROGRESS IN MEETING OBJECTIVES

The goals of this project were clear: (1) to strengthen the Salesians' institutional capacity, specifically in Guatemala and more generally in Central America to design and implement successful development projects that assist poor and abandoned children and their families; and (2) to support an integrated education and community services project in San Pedro Carcha serving an indigenous rural area known as Chisec (San Pedro Carcha is a community—more properly, one of the neighborhoods of Coban, Guatemala—refer to the map above). The programs in Chisec were designed to provide technical skills to Mayan boys and girls for gaining employment and subsequently improving their overall standard of living. The GOG has been especially supportive of these types of projects since it feels that they ultimately assist in integrating the indigenous population into the fabric of national life.

There are just over 270 Salesian Fathers and Brothers working throughout Central America according to the Provincial Economist managing 60 educational

institutions. All of the Salesian projects are guided by the Provincial located in Guatemala City—the main office for the Central American Province. The Salesians are also supported by many hundreds of lay persons as well as volunteers who assist the work of the Order. The work of Salesians has received recognition by the Government of Guatemala—especially the Ministry of Education. The Midterm Evaluation (1996:6) noted that Salesians needed to improve their skills in the areas of project design and administration more in keeping with international standards. The Matching Grant provided TA to local Salesians for overcoming these shortcomings along with supporting two demonstration projects in Chisec. The outcomes of intervention activities will be discussed below by way of specific objectives viz. the project office and demonstration project.

PROJECT OFFICE

- (a) **To establish and equip a model project office for the Salesian Province of Central America in Guatemala City in order to provide professional design, implementation, training, project evaluation, and financial management of development projects, and to coordinate the activities of the Salesians in Central America.**

The purpose of the project office was to help the Province of Central America improve its capacity to plan and implement development projects, work with other donor agencies, improve linkages with local communities and the respective governments of the region. The office would also facilitate training towards these ends. Per the MG proposal, the project office was to be located in the same city as the Salesian Provincial (i.e., the regional office for managing Salesian activities). This project office was to be located in San Salvador, El Salvador but in early 1995, the Provincial Office moved to Guatemala City; subsequently, the Matching Grant project office was established in Guatemala in October of 1995.¹³ Known by its acronym OPSALCA (Salesians' Central American project office), the office is located in the Salesian Headquarters—the size is adequate and has a modern computer with Office 97 software. The grant provided funds totaling \$165,585.00.

The office now coordinates most of the Salesian grant activity for Central America through direct communication and via e-mail. It presently serves El Salvador, Honduras, Nicaragua, Panama, Costa Rica, and of course, Guatemala. Its activities from October 1995 through December 1998 have been fairly effective since implementation as shown in Table 1. At the time of the site visit in May of 1999, six grant applications were still under review. These applications totaled an additional \$1,143,033. To date, the office has obtained funds that total \$2,791,839. OPSALCA has also played an important role in providing grant application

¹³ This change was acknowledged in a memo to USAID/BHR/PVC dated March 30, 1995 and also called for changing the budget period from three years to five years although no changes were made in the dollar amount for operating the project office.

assistance to the various Salesian projects in the region. The amounts received by these groups to date have totaled \$15,385,170 with applications still under review for an additional \$8,830,000. The multiplier effect of the project office is to date 17:1 that is, \$17 generated for every \$1 invested by the MG.¹⁴ A full listing of the grant applications approved and under review as well as the collaborative efforts of OPSALCA are presented in Annex A of Appendix 9.

TABLE 1: PROJECT OFFICE ACHIEVEMENTS, OPSALCA

COUNTRY	No. of APPLICATIONS	AMOUNT OBTAINED US\$
Guatemala	7	824,439
Honduras	2	87,000
El Salvador	5	219,100
Nicaragua	2	1,050,000
Panama	2	486,300
Guat, El Sal, Nicar, Honduras	1	125,000
Totals:	19	\$2,791,839.00

These efforts are impressive; 19 applications have been approved, the office is waiting to hear on another six applications, and it has assisted other offices in the preparation of eleven applications.

The office has also developed a database of potential donors and their application schedules, which are now being monitored on a regular basis. The office continues to pursue sources such as the Catholic Relief Services, Caritas and other organizations affiliated with the Catholic Church but has more recently explored funding opportunities with the Inter-American Development Bank, Inter-American Foundation, and even the World Bank along with USAID, the USDA, and the European Commission. The Economist for the Provincial Region felt OPSALCA has done an excellent job and is planning on continuing its activities—although the level of funding is an issue which will be discussed below under the section on sustainability.

To date, the project office has focused its efforts on writing proposals in search of other project funding for projects in Guatemala. This has involved providing technical assistance training to local NGOs and other project staff in terms of project design and implementation. However, scant attention has been addressed to project monitoring and/or evaluation procedures necessary for determining project effectiveness.

¹⁴ A base figure of \$165,585 was used to compute this ratio since this represented the monies allocated to the project office against actual grant funds received or \$2.792 million. While the project office did in fact assist the other projects in their efforts to generate funds, there was no reliable way to attribute a dollar figure to their activities. Thus the multiplier is quite conservative but in no way inflated.

- (b) **To staff the project office with one professional who will travel and provide consulting services in project design and implementation, and with one support person.**

Early on in the life of the project, the project office acquired the services of an individual who had already assisted the Salesians in writing a proposal to the Kellogg Foundation to fund the demonstration project to be discussed later in this section. He was hired to develop the office and continued until early 1999 although he continues as a consultant on the project. Another individual has been now hired and is quickly learning the operations of the office. He is expected to continue in this role after the MG is concluded. Working with his counterpart in El Salvador, the office is expected by the Salesians to play a vital role in seeking funds for Salesian programs. Unfortunately, funds have not permitted the hiring of support staff although the services of a part-time accountant are available as needed.

- (c) **To develop a Salesian-specific project development and implementation system that meets USAID and international donor standards.**

A project development system has been developed that details the procedures for grant applications, the procedures involved in applying for funding, and a generalized set of steps associated with the design process. The complete document is provided in Annex B while the design steps are displayed in Figure 2. While not a system in the full sense, the steps are clearly articulated for writing a proposal and the office has a number of manuals that elaborate on the procedures. Also, the grant application procedures for numerous organizations are on file to serve as guidelines for future funding considerations. As noted in the Midterm Evaluation, this design says little about monitoring and evaluation procedures and the management procedure could stand improving. However, with some improvements, the procedures can meet donor standards and those of USAID.

- (d) **To develop a training program that will be practical and directly useful for the Salesians in their work, and to arrange training for approximately 60 Salesians and staff in improved project design and management.**

Using the PDIS described in Figure 2, some 15 persons working with Salesian projects have been trained; six in Honduras, four in Guatemala at the Demonstration Project, another four in Nicaragua, and one in Costa Rica (see Midterm Evaluation 1996:12). Judging from the success in the project office in submitting grant proposals, it appears the workshop was successful. Comments from a select number of participants who were exposed to this training were all positive. However, with some improvements in the design steps (e.g., monitoring and evaluation, and project management), the training will better meet donor standards.

CICLO DE PROYECTOS SALESIANOS DE DESARROLLO

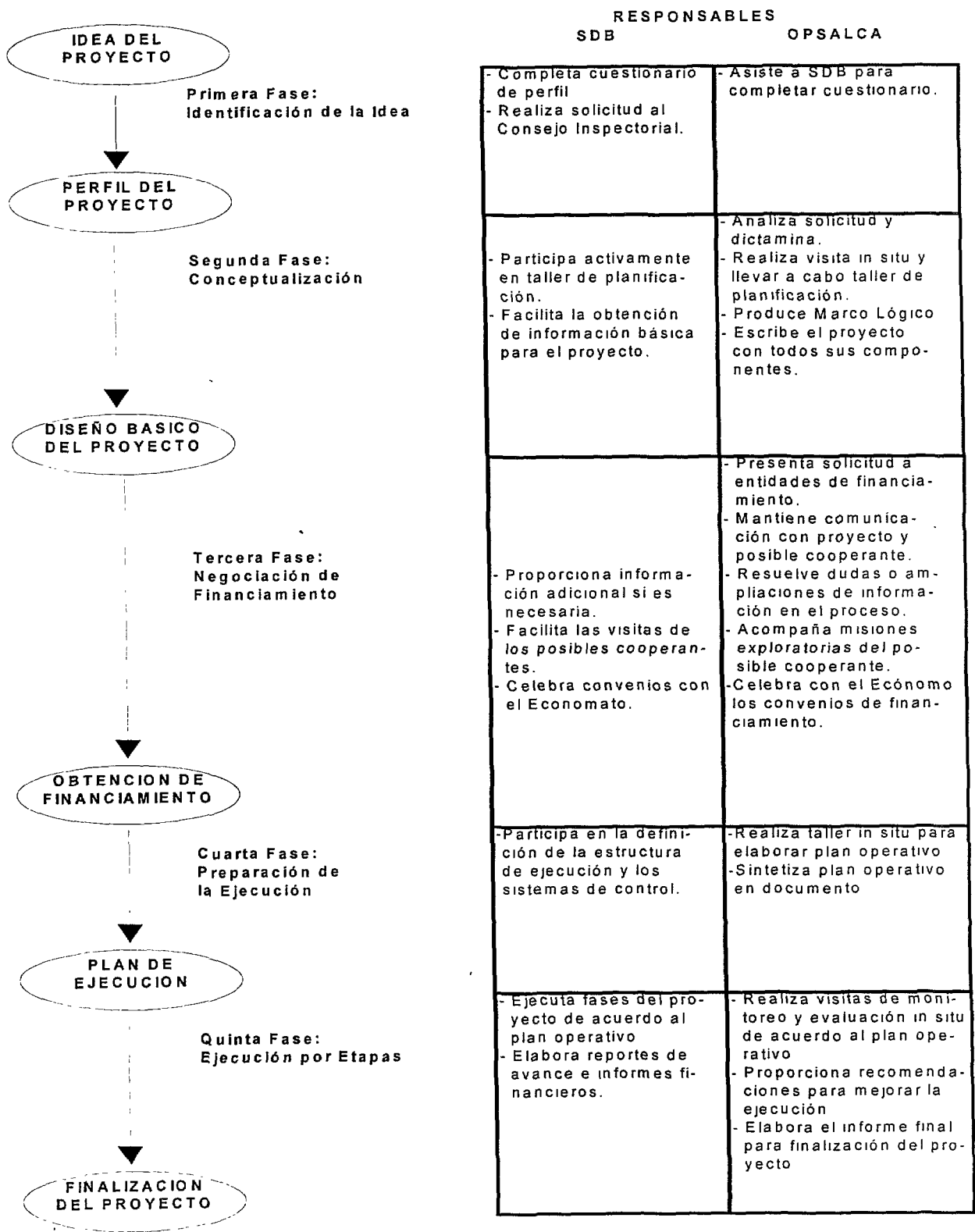


FIGURE 2: GRANT DESIGN CYCLE

The Matching Grant also funded a training seminar in April 1997 on "Salesian Experiences in the World." Assistance was provided by the Salesian Missions office in Arlington, VA with 37 persons in attendance—11 females, and 26 males. The main thrust of the training was to expand the thinking of Salesians on the scope of development and possible funding sources to support various Salesian activities. To enhance the ability of the Salesians to solicit funds, the Salesian Missions will conduct a Grant Proposal Writing and Management Workshop in late August 1999. The cost of the first workshop was \$18,224; the next workshop is estimated to cost \$20,000-22,000. While the focus will be on grant writing, the workshop will also strive to address some of the perceived deficiencies in the PDIS by including more information on monitoring and evaluation as well as identifying result indicators.

- (e) **To develop relevant materials for project development, management and training, and for resource mobilization.**

The materials for project development, while not extensive, are adequate. The office director is aware of these limitations and is working hard to acquire more materials. More importantly, with the assistance of the Salesian Missions office in Virginia, excellent financial procedures are in place for tracking costs and expenditures (see Annex C of Appendix 9). Records are kept in MS Excel. While budget expenditures are tracked, curiously, labor costs are lumped as a single line rather than tracked per task or project making it difficult to determine actual overhead costs to the project office.

- (f) **To support the design and implementation of one project in the first year, two in the second year, and three in the third year. In years 4 and 5 of the grant's life span, six additional projects will be supported.**

The OPSALCA project office provided the evaluator with a current listing of the projects they are directly or indirectly playing a support role. Some of these projects were designed and applied for directly by the OPSALCA; in other instances, the office provided technical design and oversight assistance. The overall portfolio is impressive (see Table 2) and certainly reflects the many projects being supported throughout the Central America.

TABLE 2: OPSALCA PORTFOLIO

COUNTRY	No. of APPLICATIONS	AMOUNT OBTAINED US\$
Guatemala	7	20,958,000
Honduras	2	2,430,800
El Salvador	11	9,519,100
Nicaragua	3	25,933,602
Panama	2	4,650,350
Costa Rica	1	1,423,000
Totals:	30	\$64,914,752.00

DEMONSTRATION PROJECT

The San Pedro Carcha Integrated Education and Community Services Project is being carried out by two training centers--Talita Kumi and the Don Bosco. Both of these centers serve the population of Department of Alta Verapaz, especially the Municipality of Chisec. The overall population (1994 census) is 541,000; 91percent are indigenous Maya (predominantly Q'eqchi), with 84 percent living in extreme poverty. Just over a third of children receive any kind of basic education; the illiteracy rate is estimated at 70 percent or higher. MG funds provided to the Demonstration Project (\$245,000) were used to improve and/or expand the educational facilities at the training centers. These two centers both focus on training young boys and girls in basic primary education, technical skills, in addition to supporting other projects for improving the quality of life in 60 communities in Chisec. The projects were initiated with a \$800,000 grant from the Kellogg Foundation in 1991; thirteen objectives were cited in the Midterm Evaluation associated with the project which are summarized by way of general results below in Table 3.¹⁵

2. PROGRESS IN ACHIEVING SUSTAINABILITY

(a) Project Office

This is an issue of some concern. While the office has been quite successful in competing for grants for various projects, it has been somewhat reluctant to divert any donor funds for covering office overhead. At this time, the Economist believes that 2-3 percent is sufficient. The PD estimates that a more realistic figure is in the neighborhood of 5-7 percent. At this time, the Economist has not been passing on this larger fee--Salesians are still learning the nature of grantsmanship as a business. The small overhead fee in no small part has maintained the staff at the

¹⁵ USAID Funds in the amount of \$245,000 were allocated to achieve the objectives associated with the project. However, no budget information was provided showing the funding level by objective.

same level as when the MG established the project office—in short, no growth. Now that the Matching Grant is ending, it remains to be seen whether the Economist will pass through some of the charges now covered under USAID funding. If not, the office will either have to be covered by the Salesian Provincial or it will not be sustainable.

(b) **Demonstration Project**

The training centers are doing well and have become extremely adept at generating more funds. Both have excellent managers who aggressively pursue funding for their respective centers. The Talita Kumi manager has sought funds in the general area of development for vocational and technical training as well as establishing rural health centers, community banks, and other innovative schemes to garner funding. The Don Bosco Center manager concentrated on generating monies from more traditional sources such as the Ministry of Education and Salesian Houses for emphasizing the Salesian commitment to focused educational programs. Both strategies have been quite successful and each manager has appropriated sufficient funds to cover the overhead associated with running their centers. Given the depth and breadth of their funding programs, their projects are at this time secure financially.

TABLE 3
CHISEC TRAINING CENTERS' OUTCOMES

		<u>OUTCOMES</u>	
		Talita Kumi	Don Bosco
Objective 1:	Recruit Staff	15	20
	" Teachers	12	22
	" Coordinators	2	--
	" Promoters	78	--
	" Trainers	--	2
Objective 2:	Train 10 Teachers	10	36
	" 6 Instructors	8	0
	" 3 Project Staff	2	2
Objective 3:	Design curricula:	Not applicable since both centers employ Curricula provided by the GOG.	
Objective 4:	Construct and equip classrooms and workshops	Facilities at Talita Kumi were constructed by the Kellog Foundation	
Objective 5:	Recruit 1000 Community Leaders	--	1358
	Promoters	160	
	Health Facilitators	8	
Objective 6	Form 3 project groups	Health commissions in 60 Chisec communities; Agricultural " in 40 Chisec communities.	
Objective 7	Organize basic ed classes to 500 children	Don Bosco now serves 7,218 students, 3,997 boys, 3,221 girls in 97 schools.	
Objective 8	Provide vocational training in range of skills	67	80
Objective 9:	Develop adult literacy classes for 100 adults		-- 6049
Objective 10:	Train 20 agricultural workers	55	--
Objective 11:	Provide training in animal husbandry, soil conservation etc.	Demo gardens	--
Objective 12:	Strengthen Credit Cooperative (Bancos comunales)	220 loans	--
Objective 13:	Train 60 rural health promoters to work in 130 communities	160 promoters in 120 communities	--
Note: Data provided by directors of the training centers (May 1999).			

3. **STATUS OF STRATEGIC PARTNERSHIP**

(a) **Project Office**

The Salesian Provincial has certainly come to understand the revenue generating power and potential of a well-organized project office and in general is quite supportive. However, this office is still in its infancy. A visit with USAID/Guatemala revealed that Salesian activities in general were not known at the Mission. More specifically, the Education Officer was unaware of the educational activities being conducted in the Department of Alta Verapaz. The USAID office has established working relationships with donors, government ministries, and a wide range of NGOs operating throughout the region and indicated they would like to have improved communication regarding Salesian activities in the area of education—especially that of indigenous women.

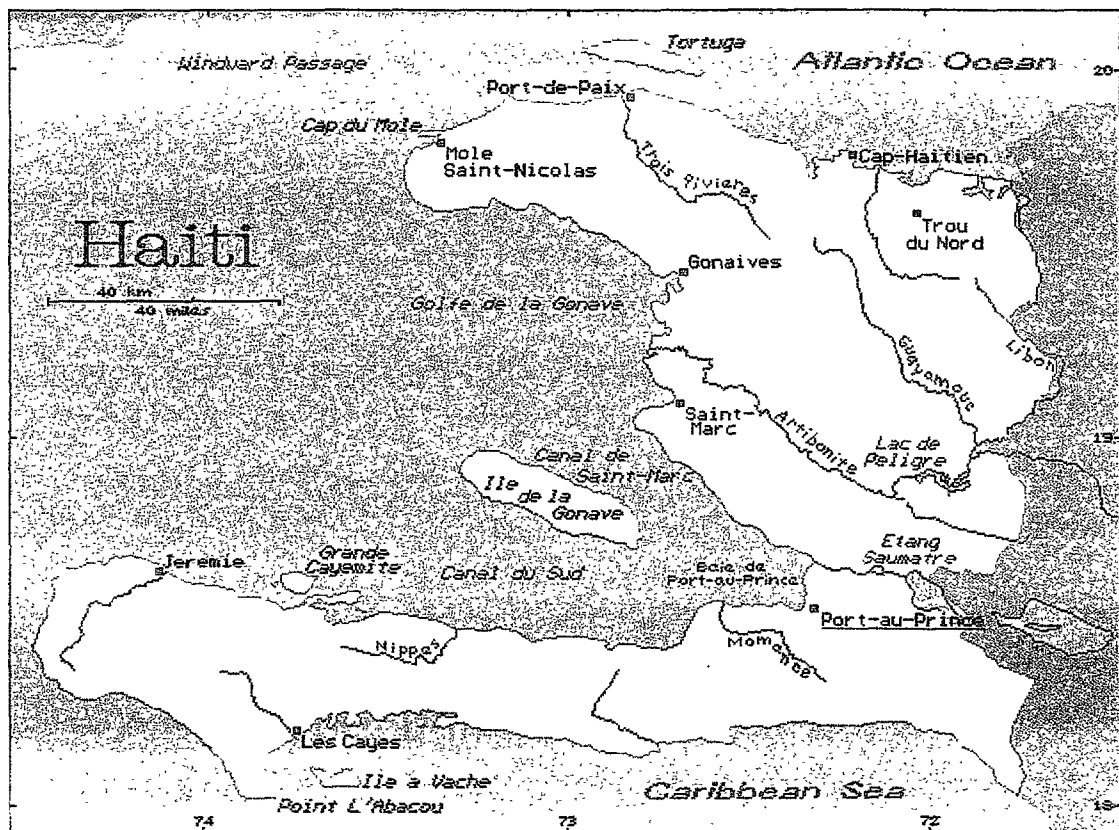
(b) **Demonstration Project**

Within this part of Guatemala, the Salesians are recognized as leaders in education and in project development. Their schools have set standards for how to conduct educational and vocational training programs with their students returning to their villages to become promoters and teachers. Talita Kumi has become renown for its training to girls in regions where very little attention is given to females. Indeed, the center has also established itself as a registered NGO—the Foundation for the Development and Education for the Indigenous Women (FUNDEMI). This has provided even more avenues for the center to work with other NGOs and donors.

IV. SECTION FOUR: HAITI

COUNTRY OVERVIEW

The average Haitian lives well below the poverty line, earning less than \$220 per year. A typical family ekes out a subsistence living on a severely eroded hillside. Poor roads and a lack of transport make it impossible to bring fresh produce to major markets. Unable to support themselves through agriculture, many peasants cut down trees to make charcoal, further impoverishing the land. The average family has five children and no access to sustainable health care. At least one of the children will suffer from severe malnutrition and one will probably die before reaching age five. The majority of rural men and women cannot read and write, and schools are wholly inadequate to ensure an education. About half of the 6-12 year old children do not attend school, and of those who attend school, over half will drop out before finishing the primary grades. Public schools serve less than 10 percent of the school children. In 1996, private spending on education amounted to about 12.5 percent of Haiti's GDP, while public spending was only 2.5 percent, and only 20 percent of government education funding is spent on rural schools. About 91 percent of Haitian students attend private schools, mainly run by churches, NGOs or commercial interests.



USAID/Haiti has identified nine regions outside of Port-au-Prince where economic development could take place to relieve the population pressure on the capital and to become important entrepôts for the countryside around them. Initially, USAID efforts will concentrate on Cap Haitien and Jacmel, the two cities that have the most immediate potential to increase employment and revenue. Both have seaports, skilled artisans, a significant handicraft industry, and the potential for tourism. Both have increasingly strong entrepreneurs. Job openings have increased beyond the supply of skilled workers in Cap Haitien and Port au Prince. There is a demand for individuals with electronics, computer, electricity, and auto mechanic skills.

Agriculture suffers from small eroded landholdings, generally 1.3 hectares or smaller, lack of access to credit, lack of modern technology, improved seeds, fertilizer, and other inputs needed to improve cultivation and harvests. Farmers have little if any access to technical assistance and farmer training programs. This makes Haitian agriculture the poorest producer in the hemisphere. The Salesians in Haiti, through agricultural training centers, like that located in Cap Haitien, are training rural youth to become better farmers, and protectors of the environment. The Salesian School in Cap Haitien is seen as the best agricultural school in northern Haiti, even though it has lacked resources and improved seed stock until recently.

Matching Grant Description of Haiti Activities

The project targeted on helping the Salesian Province of Haiti to strengthen its capacity to assist poor youth by enhancing its ability to plan and implement development projects, work with donor agencies, and improve linkages with the community. There are ten Salesian houses or centers in Haiti, with 85 Salesian Fathers and Brothers, hundreds of lay teachers, and over a thousand volunteers. They run six vocational training centers for poor boys and girls, a street children's programs in Port-au-Prince, a number of primary schools, a secondary school, health centers, and youth sport programs. In addition, there are 66 Salesian Sisters, backstopped by hundreds of lay volunteers. They operate street children's programs, including that in Cité d'Soleil, one of the poorest areas of Port-au-Prince, 3 clinics, 6 vocational training centers for girls, and primary schools for poor children. Salesian schools employ more than 1,500 teachers, and Salesians educate over 45,000 boys and girls annually, while reaching thousands more with health care services and other programs.

1. PROGRESS IN MEETING OBJECTIVES

The project began on September 16, 1995 and ran through February 28, 1998, at a cost of \$118,129 in USAID grant funds (as adjusted from the original \$180,000 budget line), and over \$800,000 in counterpart funding. The project involved two objectives:

- (1) **Establishment of a Project Office:** The hypothesis was that a project office would attract development funding for Salesian activities in Haiti, and professionalize or upgrade their ability to manage projects. While Salesians are highly experienced as educators, technicians, and administrators in non-development and non-business roles, they lack training and technical tools to help them to identify, design, and manage development projects. While they work in some of the poorest communities of Haiti, they have been unable to attract funds from the increased development support Haiti has been receiving from public and private donors. The project office was seen as a way to attract funding, to make the Salesians aware of their potential as development workers, and to train them to design and implement development projects.

- (2) **Technical Training Project:** The Technical Training Center in Cap Haitien, especially its Agricultural School, was to be upgraded and expanded, although no USAID funds were allocated to it. The W. K. Kellogg Foundation had agreed to provide a \$690,000 grant for the Demonstration Project. Project assistance was to be provided by the project office.

Project Office

The project office established in Haiti was to:

- (a) design and present to potential funding sources 15 projects;
- (b) obtain funding for 6 projects, which were to be implemented; and
- (c) perform 6 project evaluations.

The project office would also develop and submit a project to provide for the construction of facilities at the Agricultural Training School in Cap Haitien, to enable the 20-acre demonstration farm to become operational, with 40 new students enrolled annually. By the end of the project, 20 additional acres will be put into production, as a demonstration/training plot and to help sustain the School's operation.

The following table summarizes its accomplishments:

TABLE 1: PROJECT OFFICE ACHIEVEMENTS/PORT-AU- PRINCE

	Planned	Results	Value of Projects (US\$)
Projects Planned	15	44	\$7,517,497
Projects Submitted to Donors	15	44	\$7,517,497
Projects Funded	6	6	\$5,627,497
Projects Evaluated	6	6	\$5,627,497

The funded projects include a USDA proposal, an International Organization for Migration (IOM) project, 3 Fondation Vicent pour l'Agriculture (FVA) (FAES) projects, and a Sisters' project supported by Mains Ouvertes.

Projects funded have a total value of \$5,627,497. This does not include the earlier Kellogg Foundation grant of \$690,000, which received some administrative and technical support from the Port-au-Prince project office.

The return on USAID's funding of \$118,129 was \$47.64 to every \$1.00 of Matching Grant funds. Although we show in the table that six projects were evaluated, the evaluations were done by the project holder and/or provincial office and not by the project office. Basically, the project office was in the process of being moved to Cap Haitien when these projects were to be evaluated.

The project office was established in Port-au-Prince with a technical officer, secretary, support personnel, and on a short-term contract, an engineer. There was a short delay in staffing the office due to the difficulty of finding competent personnel. The director, recommended by the Salesian Sisters, was found to be inexperienced in project development. She received on-the-job training by Salesian Missions and by the end of the first year, 7 projects divided into 18 components or documents were drafted for presentation to FAES. The 18 components or sub-projects represented 10 for Salesian Fathers and 8 for Salesian Sisters. This indicates a strong interest by the Sisters to obtain funding for their educational and training projects.

The projects were designed specifically for FAES, using the FAES format, since that agency expressed an interest in the Salesian projects, especially those of a construction nature, and it was for that reason that an engineer

temporarily was employed. An additional project to benefit street children was also developed and presented to FAES, which promised to finance all of these Salesian projects. However, the director of FAES ran for the presidency of Haiti and was elected but during his campaign he had promised to build public schools. As a result, the funds from FAES were re-directed to help carry out his promise. In total, 41 Salesian projects valued at about \$2.0 million were presented eventually to FAES, of which 9 were accepted, but only 3 received funding, which amounted to \$110,907. Project office confidence in FAES vanished by 1997.

New sources of funding were sought and additional projects were developed by the project office. Contacts were made with 11 other potential donor agencies. A grant of \$320,000 was received from the IOM to train 290 former military personnel. This program was carried out successfully by the Salesians. The project office also developed a \$530,000 proposal for expansion of a technical school run by the Salesian Sisters. This proposal was funded by a European donor NGO, Mains Ouvertes.

The project office advised and assisted the Salesian Technical Training Center in Cap Haitien in the administration of a \$690,000 grant from the Kellogg Foundation in the United States, and along with Salesian Missions/Virginia Office developed the initial plans for a \$6.0 million proposal to upgrade and expand the Agricultural Training School in Cap Haitien, operated by the Fondation Vincent pour l'Agriculture. This project included the development of a commercial farm to sustain the Agricultural School, as well as the Salesian Technical Training Center in Cap Haitien. To date, \$4,666,590 has been provided for this project from monetizing in Haiti USDA donated commodities under its Food for Progress Program. Another \$1.5-2.0 million is still to come, and \$3.0 million in additional funding is being negotiated with the USDA. Total USDA input could reach \$9.0 million.

As a result of the increased focus of the project office on the Cap Haitien region, the priority many donors give to this region, and the greater need there, the Salesians in Haiti, along with Salesian Missions in Virginia, decided to transfer the project office in 1998 to Cap Haitien. The Office in Port-au-Prince was closed at the end of February 1998 and re-opened in Cap Haitien in November 1998. There was a hiatus of eight months to transfer equipment and files to Cap Haitien, and to find competent staff locally for the transferred office. The staff in Part-au-Prince could not relocate to Cap Haitien. The project office in Cap Haitien opened in late November, but did not begin operations until January 1999. It was to work in conjunction with the Fondation Vincent pour l'Agriculture, a Salesian foundation, which would provide secretarial, accounting and other staff since they shared the same offices. Initially, there was a director and an assistant director of the project office. The assistant director was let go after a few months.

The intention also of moving the project office to Cap Haitien was to develop project components around areas not covered by monetization funding, such as an outreach effort for local farmers in La Limonade, where the commercial farm was to be located; funding to match Kellogg grant scholarships, and so forth. If the monetization project succeeded, along with a farmer outreach effort, with strengthened and expanded training at the Agricultural School, the integrated training and commercial program could be replicated by the Salesians elsewhere in Haiti. It would become a model for sustaining Salesian training programs and other humanitarian and development projects. Since USAID grant funding terminated at the end of February 1998, the transferred project office had to rely on some funding from the USDA monetization program and the Salesians, themselves.

Between January and June 1999, the Cap Haitien project office developed 6 project proposals and played a key role in planning the Fiscal Year 2000 \$3.2 million proposal to be presented to USDA by Salesian Missions. The total value of proposals developed, including the one for the USDA, was \$4.4 million. One of the projects, scholarships for poor students attending the Agricultural School, has been divided into two separate proposals, one of which was presented to USAID/Haiti. FOCAL, a local donor NGO supported by the SOROS Foundation, has made a commitment to fund a study of the social aspects, including rural organizations or associations, in La Limonade. The project office expects a final decision in July and to receive a grant of \$20,000.

The project office also intends to re-submit to FAES the unfunded projects developed by the Port-au-Prince Office. FAES' budget is now around \$50 million, and there is renewed interest in supporting some of the Salesian activities. Some of these projects will be submitted to FAES in June-July 1999. In the meantime, the Salesian Province of Haiti has had second thoughts about its decision to relocate the project office in Cap Haitien. The Salesian provincial and economist (person in charge of finances) sees the value of a project office in developing and funding projects, and now feels it should be centralized where the provincial office is in Port-au-Prince, and to serve all of the Salesians in Haiti.

2. PROGRESS IN ACHIEVING SUSTAINABILITY

(a) Project Office

With a shortage of funds from the USDA grant, since most of the monetization proceeds were used to set up the commercial farm, along with USAID grant funding ending in February 1998, the project office has had to be reduced to one project officer, who is supported by the Fondation Vincent pour

l'Agriculture staff of 14, including its accountant. Moreover, Salesian funds in Cap Haitien are limited to achieve quick success to sustain the project office.

If the USDA approves an FY 2000 monetization program for the Salesians, the budget will provide enough funds to staff the project office with a couple of additional people and to sustain its operation for at least two years during which time it should be able to raise substantial funds from charging a 5 percent fee on funded projects. Currently, the fee is a meager 1 percent. Moreover, if the commercial farm can achieve a net income of around \$1.0 million in 2001, then the project office will be sustained from these funds. On a short-term basis, the FOCAL Grant of \$20,000 mentioned in the previous section will carry the salary of the project officer and some other costs until USDA funds come on line - if the FY 2000 proposal is approved in the next few months.

As noted in the previous section, the Salesian Provincial in Port-au-Prince would like the project office transferred back where it can provide a more central service to the Salesians, and he has expressed a desire to sustain it with Provincial funds or to seek outside donors to support it. This could become a point of conflict in the future and may give rise to a new, central project office in Port-au-Prince, with the current Office being a regional one. Or, they may become separate offices. Salesian Missions in Virginia needs to follow this potential problem and help to resolve it in order to lessen any conflict that arises.

At this time the project office in Cap Haitien is not sustainable since one project officer, who may be forced to a part-time status, will not be able to identify, develop and manage a project portfolio of a size to address local Salesian and community needs, and to raise enough money to sustain the operation. This would change with another USDA program year and with the projected income from the commercial farm, so that in the long-run, the potential for sustaining a project office in Cap Haitien may be greater than if it were to be located in Port-au-Prince.

(b) **Technical Training Project**

The Salesian Agricultural School in Haiti has been the recipient of some large grants so that the development of a strategy to achieve sustainability has not been as important or as immediate as for most other projects. However, Salesian Missions in Virginia, through its technical assistance to the school, has made the Fondation Vincent pour l'Agriculture (FVA) re-think its position on this subject, and from this the commercial farm concept was adopted and is now being implemented. There is a very good chance that the commercial farm will be a success and if that happens, the school will have more than

adequate income to sustain and expand its operations, as well as to support the project office.

3. **STATUS OF STRATEGIC PARTNERSHIP**

(a) **Project Office**

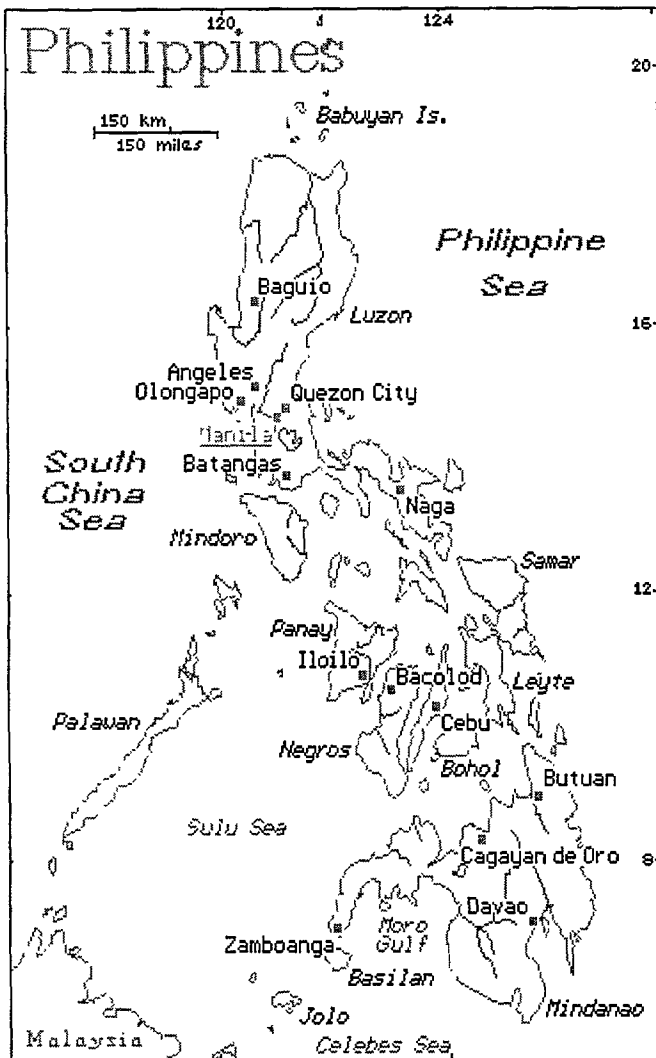
The project office was able to engender an excellent relationship with FAES initially, but when its director campaigned for and won the presidency, FAES' potential support vanished since FAES funded other politically motivated projects. Presently, the relationship has improved again, and the project office should be able to obtain some funding from this agency. The Project also has close contact with the Department of Agriculture in Cap Haitien and with NGOs such as Caritas and the Rotary Club. However since most international donors, including NGOs, are based in Port-au-Prince, the project office is at a disadvantage to maintain regular and rapid contact with them except by telephone or e-mail. However, there is a good relationship with FOCAL and one or two other NGOs that have offices in Port-au-Prince. Cap Haitien is a very poor area, so that few business contacts and little support can be counted on from this region.

(b) **Technical Training Project**

The Technical Training Project has created a strong relationship with the Kellogg Foundation, and with some donor agencies in Germany and Holland (especially in the past). It also has earned the respect of USAID/Port-au-Prince that sees it as a center of excellence and will provide some funding to retrain unemployed military or police persons. The reputation of the School is well known throughout Haiti, and the Haitian Government has found it to be a potential source of future agriculturalists in its programs.

IV. SECTION FIVE: PHILIPPINES

COUNTRY OVERVIEW



In the Philippines 45 percent of its 78 million people are under age 25, and the rate of unemployment between ages 17 and 25 is well over 10 percent; the annual per capita income is \$3,200. Large firms like Toyota, Mitsubishi, and Stolt Nielsen find the country attractive to establish business there; however, there is a shortage of skilled labor, and this has constrained further industrial growth, a situation this USAID project addresses. Presently, 32 percent of the labor force is employed by industry and 46 percent by the services sector. To be sure, the country faces many challenges but it has many positive attributes. It has a stable democratic government, a positive economic outlook despite the recent downturns in the Asia, and is genuinely committed to improving the lives of its peoples.

Matching Grant Description of Philippines Activities

The Philippines component of the Matching Grant was designed to strengthen Salesian capacity to assist poor youth by enhancing Salesian administrative ability to plan and implement development projects, work with donor agencies, improve linkages with the Philippine community, and to conduct dialogue with the government. The goal was to strengthen their work so that in turn their assistance to poor youth would be more effective. The Matching Grant in the Philippines began on October 1, 1994 and was to run through June 30, 1999, but will

be extended now to September 1999. The USAID grant was \$806,229 to be matched by \$861,876 from the Salesians.

Prior to the implementation of the grant, the Salesians were unable to meet international standards for project development and administration, and thereby they could not tap donor agencies interested in supporting development, and especially vocational training for youth in the Philippines. Project development among the Salesians was also uncoordinated, and often failed to focus on the best approach for improving training centers and for addressing other related development needs. A project office was to be established to meet these needs. The grant also involved three demonstration projects, which would enhance youth training and serve as Salesian models of well-managed projects. These would assess the quality of current technical training, curricula, develop improved manuals and other training materials, upgrade the skills of trainers, and expand training to more poor youth through better planning and management of resources.

1. PROGRESS IN MEETING OBJECTIVES

There are over 200 Salesians working in about 25 communities and centers in the Philippines. They are supported by hundreds of lay teachers/trainers, social workers, youth workers, other professionals, and thousands of volunteers. The Salesian Fathers and Brothers are divided into two autonomous provinces (i.e. regions), the Northern Province with its seat in Makati, greater Manila, and the Southern Province based in Cebu City. The Salesian Sisters only have one Province for the Philippines. The Philippines grant had specific objectives that are described below along with their accomplishments by the project office and demonstration projects sections:

PROJECT OFFICE

- (a) **To establish a project office in the Philippines to assist the Salesian Provinces to provide professional design, implementation, training, and financial management of development projects, and to coordinate the activities of the Salesians in that country.**

A formal project office was established in the Northern Salesian Province in 1995, but because of the greater development needs of the Southern Province, in November 1996 it was transferred to Cebu City in the South. The poorer Southern Province felt it was not being served adequately by the location of a project office in Manila.

Following the transfer of the Salesian project office to Cebu, the Northern Province project office continued to function. During the period that the project office in the Northern Province received USAID funds, 1995-96, 19 projects were developed and 8 were funded in the amount of \$258,000. In

total, the 19 projects had a value of more than \$4.0 million. However, the list includes a large \$2.8 million project for Papua New Guinea, and this should be subtracted from the total to give \$1.2 million for projects developed for the Philippines. Therefore, 21.5 percent of the total project portfolio value was funded before the project office was transferred to the South. This is an acceptable percentage in the short time it was supported by the Matching Grant.

The Northern Province project office continues to operate today without USAID funding, and consists of two staff persons and four support personnel. One of the two staff persons devotes most of her time to a direct mail effort, which finances the cost of the project office. Since 1996, over 30 additional projects have been presented, mainly to six or seven donors. The funding success rate has decreased as more emphasis has been placed on direct mail fund-raising, which brings in over \$100,000 annually.

Since November 1996, USAID funds have been expended on establishing a project office in Cebu City for the Southern Salesian Province. Previously, no mechanism for project development or coordination existed in this Province. Most of the USAID funding for a project office in the Philippines has been expended in the Southern Province: of \$124,918 for establishing a project office, the project office in the South will receive \$70,096 by project's end to fund project staff, purchase office equipment, and to cover travel costs of project development and staff training.

As of May 20, 1999, the Southern Province project office has managed the following project portfolio:

TABLE 1: PROJECT PORTFOLIO: SOUTHERN PROVINCE

	Number of Projects	Value (US\$)
Projects completed	17	1,614,330
On-going projects	22	2,401,703
Projects awaiting donor action	10	690,677
Projects rejected	3	39,192
Total	73	4,745,902
Being drafted	21	No total value

Immediately one sees that the project office established for the Southern Province has been very successful in developing projects and obtaining funding for them. The value of completed and on-going funded projects is \$4,016,033

over a little more than a 22 year period of activity. The new project funds ratio to USAID's input to establish this office is \$57.37 for each U.S. dollar from the USAID grant - an impressive ratio in generating other resources. The donor list is more extensive compared to that of the Northern Province project office. It includes Philippine donors, such as Magos Sales and local foundations or businesses, as well as foreign sources. If we eliminate the religious projects, the total value of completed and on-going development projects is still high, \$2,771,761. It still provides a high ratio of new funds to USAID funding for development: \$39.54 to each \$1.00. (Annex A of Appendix 10 contains a list of completed and on-going projects, as of May 20, 1999.)

Over the lifespan of the project, for both Northern Province and Southern Province project offices, \$4,274,033 in new funding was received. This is a ratio of \$34.21 of new funds for each \$1.00 A.I.D. input (\$124,918) to develop projects in the Philippines for the Salesians.

Funded projects have supported 13 Salesian communities and centers in the Southern Province, with the highest numbers being for Mati in Davao Oriental (6) Cebu Boys Home (4), Cebu Vocational Center in Pasil, Cebu (3), and Borongan, Eastern Samar (3). Fifteen (15) projects support multiple Salesian communities and centers. Among the largest funded projects are: (1) a non-formal skills training program in Mati (\$410,943), supported by MISEREOR, a German donor agency; and (2) the Boys Home & Training Center in Liloan, Cebu (\$1,466,981), supported by the German Government and Jugend Dritte Welt.

The Southern Province Project office has a staff of 8 persons: 4 are full-time paid staff, 2 are part-time, and 2 others are volunteers. Leah N. Samson is a capable project officer. Since January 1999, she has been in Mannheim, Germany on a German Government scholarship, studying entrepreneurship and personnel development. She returns in June, 1999.

The project office also has been able to successfully coordinate the development and funding activities for Salesians in the Southern Province. All project requests are presented to it, where they are reviewed and if necessary, re-designed or revised. Projects are matched to potential donors and presented by the project office. The office has six or seven donor directories that are used to seek out new supporters. This has resulted in finding at least 10 new donors that are supporting the Salesians for the first time. It includes the Koch Foundation in Florida (USA) and Benevolenta Foundation in Holland. Progress reports for funded projects are also channeled through the project office. This enables the project office to review reports, to ask for additional information, and to re-structure the report, if necessary.

The projects have been well designed; they have included well-defined and measurable objectives, a section on expected outputs, management plan, monitoring and evaluation components, and a detailed budget. Project design has improved to the degree that it is better than most other local NGOs, and as seen by the increased funding, they can compete well for donor support with projects from NGOs worldwide. Nonetheless, more attention might be given to presenting better baseline data. Evaluation methodologies might be strengthened, and more thought given to sustainability. The staff have recognized these shortcomings and are addressing them.

In the Midterm Evaluation, a recommendation was made to establish a follow-up system for projects pending with donors since a year often passed without a donor response. The Southern Province project office follows-up with donors through periodic review of files and the donor list. There is a plan to create a more formalized follow-up system, whereby projects without a donor response after 3 or 4 months will be sent a follow-up letter inquiring of the project's status.

There is some considerable thought about converting the project office into a foundation since foundations are not subject to taxation. NGOs are taxed at 20% when receiving local contributions. This change would benefit the project office since it has built up a mailing list of 1,000 contributors and receives about \$13,000 per year and plans to increase the list and concomitant income annually. The taxation also applies to local companies that support Salesian projects with small grants.

Another recommendation found in the Midterm Evaluation has also been completed - that of transferring the project office to the Southern Salesian Province which has proven successful. This has been due to: (1) its capable staff; (2) project development training courses for the Salesians; (3) ability to access new donors; (4) increased liaison with local NGOs, businessmen, and the Philippine government; (5) the vision its director, and (6) the commitment the Provincial and Provincial Council have made to developing and sustaining the project office. There were a number of constraints to developing the Office, including that of provincial rivalry. The project office increasingly helps the Salesian Sisters, although they have developed their own project office. Others concern the lack of funds to travel within the Philippines to provide technical assistance, and taxation of local contributions and grants.

- (b) **To provide the project office with a computer-based or other project planning and implementation system:**

The project office has developed guidelines for project planning and implementation. These were developed out of the September 1995 Training Course in Project Design & Management in Quezon City. The guidelines

have been modified to the local situation and disseminated widely to the Salesians in that country. They, along with donor guidelines and formats, are available in the project office. As new donor sources are found, additional guidelines and formats are added. The USAID-supported project design & implementation system (PDIS) adapted for Salesian Missions Training & Technical Assistance Work Worldwide remains a prototype for the project office in designing, implementing, and evaluating development projects.

(c) **To train about 30 Salesians and staff personnel in years one and three of the Matching Grant in project design and management:**

Two training workshops were held:

- (1) September 18-23, 1995 in Quezon City, Metro Manila, with 32 participants.
- (2) January 11-15, 1999 in Cebu, with 36 participants.
 - Total number of persons to be trained: 60 (in 2 courses)
 - Total number of persons trained: 68 (in 2 courses).

The first training workshop focused on the Northern and Sister' Provinces, although 10 participants came from the Southern Province. At least 10 participants were lay persons. In the second training workshop, held in Cebu, all participants came from the Southern Province. They included: 18 women (of which 5 were Sisters), and 8 laymen. At least 8 participants came from outside the Salesian structure, mainly from other NGOs. Three Salesians from Sri Lanka, Papua New Guinea, and Australia participated in order to learn about project development so that they might set up project offices in their countries. A copy of the workshop program is found in Annex B of Appendix 10.

One of the outcomes of the Cebu workshop was a decision to appoint one Salesian in each community or center as the local project officer or liaison person with the Cebu project office. Following the workshop, the project office has kept in contact with the participants to ascertain their plans and needs. So far, the workshop has resulted in 5 new project proposals, with at least 10 others being drafted. A review of the proposals showed that the participants benefited from the training since the proposals are well designed and with a little modification can be presented to donors. The project office also plans a follow-up meeting with the participants sometime between July and September 1999 at which time additional training will be given to project office staff. During this evaluation, a number of Salesians and laypeople

expressed the value of the project training courses for their work. Two of the administrators of the Tondo Training Center in Manila said they had never written projects before; now, about 20 projects were being reviewed by donors, and one for the construction of a water tank at the center had already been approved. The course helped them to formulate objectives and to budget. Students said the USAID grant forced the Salesians to begin to evaluate their program and to network with other centers, the local government, and NGOs.

- (d) **To create a local foundation or mechanism to provide long-term financial support or resource mobilization for development projects, and participation in a worldwide training program.**

The SDB/FMA Development Foundation was incorporated in January 1995 and registered with the Philippines Securities & Exchange Commission (SEC), and with the Department of Trade & Industry. Through this registration, it became a legally recognized private foundation. For awhile, the Northern Province project office functioned as its administrative body. Through the foundation, which includes the Sisters' Province, the Salesians can import development and humanitarian items free of duties. A special bank account was opened for the foundation to deposit local funds. When the project office was transferred to the South Province in Cebu, the foundation was also transferred there. However, the board is comprised of representatives from all three Salesian Provinces. Because of the taxation advantage that foundations have, and the SDB-FMA's duty-free import privileges, the project office might be incorporated into the foundation. This is under study. The foundation would also catalyze better cooperation among the three provinces to work towards common goals.

DEMONSTRATION PROJECTS

Luzon Training Centers

- (a) **To train at least 20 technical education teachers through short-term academic or industrial training courses per year**

The Matching Grant provided \$201,791 for 5 vocational training centers on Luzon Island, Northern Province. The 5 training centers are the following:

Center	Amount (US\$)	
Makati	65,177	
Tondo	62,758	Totals = \$201,791
Mandaluyong	23,205	
Canlubang	40,156	
San Jose	10,495	

Under the grant, a management team of 10 persons was created from representatives of the 5 training centers to review training needs, plan for training within the Philippines and in other countries, and to ensure that instructors received better skills in how to teach. A workshop in April 1996 focused on teaching techniques and principles. While instructors were highly skilled in their trade area, they had received little training on how to teach before this. Following the workshop, the management team developed a plan to address training needs and called for hiring or ensuring that all centers had competent, responsible, and socially-oriented teaching and non-teaching staff, and that the skills of teachers conform to industry standards. Opportunities would be offered to staff to improve their skills and teaching techniques.

Up to May 1999, 77 trainers and teachers attended 57 seminars. Another 5 trainers were sent to study abroad in Japan, Germany, Korea, India, and Papua New Guinea. Ten (10) others are in 2 to 3 year training programs where they will obtain a Bachelors or Masters degree. Five (5) of them are working towards a Bachelor of Science degree in Industrial Technology, majoring in automotive technology. Others are studying electronics engineering, information technology, mechanical engineering, and education management. To date, a total of 92 of trainers and teachers have participated in training courses to upgrade their skills. By the end of September 1999, the total will reach 100, or 20 per year. These trainers and teachers have helped to improve skills training curricula for students.

A sample of the seminars attended by staff and trainers of these centers is as follows:

- September 3-5, 1998: "Seminar on Effective Placement Assistance".
- May 18-29, 1998: "Seminar on Auto Electricity".
- November 9-13, 1998: "Seminar on Competency Based Training".
- February 10-13, 1998: "Seminar on Advanced Electro Pneumatic Controls".
- September 23-25, 1998: "Seminar on the Technical Person in a Leadership Role".

In addition, workshops are periodically held for 20 supervisors and instructors from the training centers. One topic was "Entrepreneurship & Management of Change". These sessions also allow the participants to express the training needs of their centers and to discuss revision of curricula. Representatives of industries are often invited to give talks. The success of this project is also due to the recognizable need to stay current with industry needs and to make Salesian skills training programs the best in the Philippines so that their graduates can easily find suitable employment.

- (b) **To improve the quality of programs providing technical training to out-of-school youth in technical schools on Luzon, and to review and revise the training curricula, along with the development of improved training materials.**

The quality of the technical training programs is being improved by upgrading the skills of trainers, especially through competency-based training. The creation of the management team which meets monthly to review operations, curricula, and to undertake forward planning has led to a number of important changes in curricula and the development of new training manuals. TESDA (Technical Education & Skills Development Authority) has taken a great interest in these changes and plans to replicate some of them for government run schools. Training manuals have been developed:

- Digital Mechanics Manual
- Work Values (A Manual for Students)
- Work Values (Guide for Teachers)
- 3 manuals on machine shop training
- 2 manuals on electrical shop training
- A drafting manual

A manual on auto mechanics is scheduled for printing.

Without USAID funding, the consolidation of training programs, creation of standards, and development of manuals would not have been possible. The grant has made Salesian training centers on Luzon the model for other Salesian training programs in the Philippines and elsewhere. It has also engendered cooperation among the training centers of all three Salesian Provinces to improve training quality and to establish greater uniformity of standards and procedures. This is being done by holding meetings with other training centers for providing technical assistance to upgrade teacher training skills and materials.

- (c) **To increase the number of male students trained by 20 percent by the second year, and an additional 20 percent by the fourth year, using the base figure of 1,050 trained boys:**

The base figure of 1,050 trained boys reflects 1993/94 data from the training centers. Moreover, the base dropped by 80 boys when the Pampanga Training Center was destroyed by a volcanic eruption in September 1995.

Table 2 shows enrollment and drop-outs for each training center participating in the project. In the first year of the project, the 20 percent increase was surpassed by six students. However, in the next 2 years, the number of graduates decreased. For 1997-98, the percentage increased again to over 20 percent. In fact, it reached 25.62% of the base year figure of 1,050 boys trained. The Salesians had no explanations for the decrease for years 1995/96 and 1996/97, but the drop-out rate also increased, while enrollment remained almost stable. The 1998-99 school year shows a large jump of enrollment for Canlubang and Makati Centers, and while we had no drop-out rates for these centers, they are expected to be lower than previous years, and we project that there will be an increase of about 400 graduates, or 46 percent above the base figure. The accumulative increase for all years but the current year is 743 graduates more than the base figure. By the end of the 1998/99 school year, the figure will reach more than 1,000 graduates above the base figure. For all five years, this would be almost a 100 percent increase above the base year figure.

The drop-out percentage is considered better than average (25-30 percent) for a technical school in the Philippines. Most drop-outs occur because the boys' families need them at home to earn an income, or they find the studies difficult and leave, or decide to leave to marry. Some leave for health reasons. Training courses run for 10 months with 3 months on-the-job training or apprenticeship. There are two batches of boys per year, one batch entering in July and the other in January. Most of the boys are high school graduates, 17 years of age. They must pass a written exam and an interview. Selection is based on choosing the poorest and neediest boys, and in order to determine need, a visit is made to each boy's family. If the boy is not a high school graduate, he is placed in a high school program run by the Salesians and then upon graduation he enters the technical school. Upon graduation, students receive a certificate recognized by TEDESA, the government's agency on technical education in the Philippines. In addition to the regular training program, and not included in the data shown on graduates, the Salesians run short-term vocational and evening training courses. Over 100 students attend these courses every six months. Over a 28 year period (as of January 1999), the Makati Training Center has graduated 8,085 students.

**TABLE 2: DATA ON ENROLLMENTS, STUDENTS TRAINED
AND DROP-OUTS FOR YEARS 1994/95 - 1998/99**

	1994/95	1995/96	1996/97	1997/98	1998/99	TOTALS
Don Bosco Youth Center, Tondo						
Enrollees	352	328	231	375	329	1,615
Drop-Outs	37	35	29	45	42	188
Total Graduates	315	293	202	330	287	1,427
Don Bosco Technical College, Mandaluyong City						
Enrollees	216	221	193	228	220	1,078
Drop-Outs	27	24	21	20	20	112
Total Graduates	189	197	172	208	200	966
Don Bosco Training Center, Canlubang						
Enrollees	348	308	366	384	488	1,894
Drop-Outs	32	28	38	45	0	143
Total Graduates	316	280	328	339	488	1,751
Don Bosco Technical Institute Makati City						
Enrollees	498	511	529	540	560	2,638
Drop-Outs	52	62	92	98	0	304
Total Graduates	446	449	437	442	560	2,334
Boys Trained	1,266	1,219	1,139	1,319	1,535	6,478
Drop-Outs	148	149	180	208	62	727
Percentage Drop-Outs	11.69	12.22	15.80	15.77	2.74	11.22
Increases above Base Figure of 1,050	216	169	89	269	485 (400)	1,228 (1,143)

Luzon Training Centers/Minglanilla (South)

- (a) **To increase the number of female students trained by 20 percent from the base year number of 350 girls**

The following table shows the number of girls trained over the lifespan of this project. The figure of 350 girls as a base number reflects 1993/94 data. Unfortunately, data was not kept on drop-outs in the early years since the Salesians felt these data were unimportant since few students left school. Therefore, enrollee dropout figures for 1994-96 are unavailable. However,

in the last two years, the data are accurate and show dropout levels of under 10 percent.

TABLE 3: DATA ON GIRLS TRAINING PROGRAMS PARTICIPATING IN THE PROJECT

	1994/95	1995/96	1996/97	1997/98	1998/99	TOTALS
Don Bosco Youth Center Tondo, Manila						
Enrollees	100	100	115	112	119	546
Drop-Outs	10	12	12	15	19	68
Graduates	90	88	103	97	100	478
Don Bosco San Jose Training Center						
Enrollees	NA	31	55	59	58	203
Drop-Outs	NA	1	14	17	14	46
Graduates	NA	30	41	42	44	157
Minglanilla & Sta. Mesa Centers						
Enrollees	305	362	409	407	357	1,840
Drop-Outs	NA	NA	32	19	27	78
Graduates	305	362	377	388	330	1,762
Girls Trained	395	480	521	527	474	2,397
Drop-Outs	10	13	58	51	60	192
Percentage Drop-Outs	2.53	2.71	11.13	9.68	11.23	8.01
Total Enrollment	405	493	579	578	534	2,589

The project set a 70-girl increase to 420 girls, from the base year figure of 350 girls trained annually. There was some discussion on the accuracy of that figure. Data indicate the baseline figure may have been closer to 300 girls. In any case, by 1995/96 the number of graduating girls reached 480, and as one can see, it reached 527 in 1997/98. In 1998/99, there was a drop to 474 girls due to program changes at the Minglanilla Center. In fact, the project has surpassed expectations because the San Jose Training Center entered the program in 1995/96 and the Minglanilla Center with its sister center in Santa Mesa, Manila, have increased their numbers substantially. As an example, training at the Minglanilla/Santa Mesa Centers provided girls with the following skills in 1998/99:

<u>Skill Area</u>	<u>Number of Girls</u>	<u>Total = 363</u>
<input type="checkbox"/> Computer/Secretarial	148	
<input type="checkbox"/> Food trades	96	
<input type="checkbox"/> Garment trades	98	
<input type="checkbox"/> Electronics Technology	21	

The data on girls in the food trades includes 81 girls in an outreach program to 5 communities, and 15 girls who are center-based. The food trades course is an 8-week program. Other training is carried out over 6-month periods, two batches of girls per year, except for the computer/secretarial course which is 12 months.

The Salesian Sisters conduct needs assessments every few years to determine what skills are needed, to readjust variables for student selection, and to revise curricula. The focus is on selecting poor girls from families with annual incomes below 20,000 pesos (\$550). They must pass an exam and an interview. To enter the computer/secretarial curriculum, girls must score 80% or higher on their exam, otherwise they are encouraged to take one of the trades courses. Salesian Sisters' centers are accredited by TESDA and graduates receive a certificate that TESDA recognizes. Many girls are supported by scholarships from TESDA, the Agency for Social Work for Development, local businesses, and Salesian funds.

The success of the girls' training programs is due to (1) the technical skills the Salesians have themselves, (2) the financial support of the Salesian Provinces, including that of the project office, and, (3) their ability to liaise with local industry and business, which supports them and identifies areas where skills training is needed. The latter point is important because this relationship helps them to place the girls in jobs and gives encouragement to entering students.

- (b) **To achieve a 30 percent increase in the number of graduates placed in jobs by year three of the project:**

The success to which graduates are finding employment is presented in Table 4. Data for 1998-99 are incomplete, as is the 1997/98 data for Minglanilla since they were unavailable for these years. Some students cannot easily be tracked after graduation since they go on to advanced training programs or they find employment on their own. Calculations for 1998/99 were not available for since the school year was still in progress. Totals are for 1994/95 to 1997/98, and present an accurate view of graduates finding employment. Had we added the current year, we would have had faulty calculations. Since there was no baseline figure for students who found employment after graduation, we cannot determine the percentage increase from a baseline. However, the average percentage for four of the five years is 80 percent. Moreover, the percentage falls in 1997/98 to 77 percent. This drop reflects the fact that some graduates went on to further training, or also college before finding a job. Others, may have entered an extended apprenticeship before they were employed permanently. Data reflects only those graduates that are known to have found permanent employment. The Makati Training Center is a good example. Employment percentages will be over 80 percent and in line with previous experience and

the general trend due to increased contact with graduated, especially those finishing advanced studies and apprenticeships.

TABLE 4: GRADUATES WHO FOUND EMPLOYMENT

Center	1994/95	1995/96	1996/97	1997/98	TOTALS	1998/99
Don Bosco Youth Center Tondo Manila (boys)						
Graduates	315	293	202	330	1,140	287
Employed	255	232	151	218	856	
Percentage Employed	81%	79%	75%	66%	75.09%	
Don Bosco Youth Center Tondo, Manila (girls)						
Graduates	90	88	103	97	378	100
Employed	65	62	68	63	258	60
Percentage Employed	72%	70%	66%	65%	68.25%	60%
Don Bosco San Jose Training Center						
Graduates	N/A	30	41	42	113	44
Employed	N/A	15	30	25	70	
Percentage Employed	N/A	50%	73%	60%	61.95%	
Don Bosco Technical College Mandaluyong City						
Graduates	189	197	172	208	766	200
Employed	160	158	140	170	628	160
Percentage Employed	85%	80%	81%	82%	86.14%	62%
Don Bosco Training Center Canlubang, Laguna						
Graduates	316	280	328	339	1,263	488
Employed	276	239	288	285	1,088	
Percentage Employed	87%	85%	88%	81%	86.14%	
Minglanilla/Sta. Mesa Girls Centers						
Graduates	305	362	377	388	1,432	363
Employed	246	295	324	330 (est)	1,195	
Percentage Employed	80.66	81.49	85.94	85.05	83.45%	
Don Bosco Technical Institute Makati City						
Graduates	446	449	437	442	1,774	560
Employed	360	381	358	331	1,430	
Percentage Employed	81%	85%	82%	75%	80.61%	
Total Graduates	1,661	1,699	1,660	1,846	6,866	2,042
Total Found Employment	1,362	1,382	1,359	1,422	5,525	Incomp.
% Grad./Employment	82.0%	81.34%	81.87%	77.03%	80.47%	N/A
Accumulative number Above 1,300	62	82	59	122		

If we use 1,300 as an arbitrary figure for the base number, then the cumulative number of additional students finding employment by the end of year three is 203 or 15.62 percent above the arbitrary base figure. Brother Parolin at the Makati Center felt this was a good baseline. By the end of the fourth year, 325 more students found employment, for an accumulative percentage increase of 25 percent above the baseline. If the data is used to show accumulative increase above the baseline than the objective falls short slightly up to the year 1997/98. However, it is probable by the end of the project, the objective will be achieved. A 30 percent increase above the 80 percent normally now achieved is not possible. In conclusion, the performance indicator was not derived from baseline data.

Nonetheless, the placement activities of Salesians are among one of their major successes in the Philippines. All training centers have a placement officer or some kind of placement mechanism. Prior to graduation, all students go through an on-the-job training program for up to 3 months. Those that are good workers are often offered employment by the factory or place where they received the on-the-job training. Those not offered employment, can ask the placement officer, or the Past Pupils Association, where these exist, to help them find employment. Alternatively they can seek employment on their own. Some also find employment overseas. For example, a total of 133 trainees or graduates from the Makati and Tondo Training Centers are employed abroad. Additionally, some become self-employed, as in the case of the Sisters' Center in Minglanilla. Table 5 shows the data for 1997/98 graduates at this center.

TABLE 5: TRACKING OF 1997/98 MINGLANILLA GRADUATES

Courses	No. of Graduates	Number Employed	No. Self Employed	Pursue Studies	Self-Knowledge Family Needs
Garment Trades	128	54	40	0	34
Comput- er/Secretarial	37	29	4	4	0
Food Trades	140	25	75	0	40

Those who are listed as "Self-Knowledge/Family Needs" are girls in the sisters' community outreach training program, who do not want to seek employment mainly because of family responsibilities, or beginning a family. Annex C displays an employment profile for computer/secretarial graduates and their places of employment in Cebu. Girls who are self-employed receive some assistance from the Salesian Sisters in the form of small loans to get started (i.e., not from USAID funds). The 75 girls who are shown in the last table as self-employed all received loans of between 500-2,000 pesos (\$13.51-\$53.40). Most received loans of 500 pesos. The total provided in loans for

the 75 girls was 49,200 pesos or about \$1,315.51. Loans are used for a wide variety of items, including buying fruit, meats, other foods to sell (as street vendors), purchasing sewing materials, establishing a "Sari-sari" store, "empanada" making, hog-raising, and so forth. (See Annex D for a brief description of these loans).

Boys graduating from Salesian technical training centers find employment in well-established firms such as Mitsubishi, Toyota, Ford Motor Co., Honda, National Power Corporation, Intermill Power, Stolt Nielsen Marine Services, ABB-Koppel, and RFM-Swifts. The placement report for 1997 graduates from the Makati Training Center is provided in Annex E. During the on-the-job training period, the Salesians cover the students health insurance, while the company may pay them the minimum wage. The Salesian placement program has been highly successful because of its on-the-job training requirement, and its strong placement service that closely links with local business and its labor needs.

Minglanilla Training Center

- (a) **To increase the capacity and capability of the Salesian Sisters' Minglanilla Training Center (not including Santa Mesa) by about 200 girls, 1994/95 - 1998/99**

The Minglanilla Training Center surpassed the number of 200 girls in the first year of the grant, reaching 305 girls. It increased by 377 girls in 1996/97. During the last two years the figures have declined to 243 in the current year. The Sisters said there was a decrease in the outreach training program for girls in the food trades, along with a sharp decrease in garment trades training (from 150 girls in 1995-1996 to 93 enrolled in the current year). After 1996, a new

TABLE 6: ENROLLMENT BY YEAR FOR THE MINGLANILLA TRAINING CENTER: 1994 - 1999

Years	Enrollment (Number of Students)
1994/95	305
1995/96	362
1996/97	377
1997/98	313
1998/99	243
TOTALS	1,600

school building was built with funds from Manos Unidos, a Spanish donor, which should help sustain capacity above 200 girls.

The Midterm Evaluation recommended the Sisters review their enrollment data, correct it as necessary, and institute a better record-keeping system, updating the data quarterly. This recommendation has been implemented. By reviewing enrollment data for 1994-1996, the Sisters demonstrated more girls were enrolled annually than enumerated in the Midterm Evaluation

Ilo-Ilo Center

- (a) **To help develop and maintain a home for about 150 street children, orphans and poor youth in Ilo-Ilo.**

A 6-acre plot of land in Dumangas, 25 kilometers from Ilo-Ilo City, was donated to the Salesians by the Catholic Archdiocese of Ilo-Ilo. Following the agreement to move 5 squatters off the land, the land was surveyed and construction plans were developed. A European donor was to provide a grant to construct the facilities, but withdrew from the project. The project was then delayed until a new donor could be found. In the meanwhile the USAID Matching Grant paid for land clearing, fencing, staff salaries. Finally, six foreign donor agencies, along with some local benefactors, came together to build a boys' residence, one workshop and a storage building. These were completed in February 1998. The shop was equipped with carpentry and general mechanic equipment, and two donated tractors were obtained. The residence was partly furnished, and 3 hectares were planted. Fencing the land continues.

Presently, there are 20 boys (6 are orphans) living at the residence, with 5 staff persons, 2 of whom are agriculturalists. Boys will obtain some training in farming since the center has planted one hectare in rice, and 2 other hectares in different crops. There are also sheep, goats and other animals. The center will become operational in July 1999 with 34 students: 18 in carpentry and 16 in a general mechanics course. Presently, the Ilo-Ilo center cannot accommodate more boys until additional residences are constructed and there are more workshop buildings or space. These are planned and perhaps in mid-2000, the center will have an enrollment of 50-60 boys, but this is far less than the 150 planned by project end.

2. PROGRESS IN ACHIEVING SUSTAINABILITY

- (a) Project Office

Establishing a sustainable project office is very much a concern of the Southern Salesian Province. Presently, it charges one percent of the project value on

funds it raises, but plans to increase this to five percent. The Salesians have agreed to these percentages. As a result, the project office can presently obtain \$10,000 on each \$1.0 million raised for projects, and this would increase to \$50,000. Already, they charge 5 percent on scholarship funds they raise for the centers. Moreover, the direct mail initiative brought in over \$13,000 last year and this will increase to \$20,000 in another year or two. The project office in the Northern Province already earns over \$100,000 through a direct mail campaign, and the Southern Office should do almost as well. The incorporation of the project office into a Salesian "Don Bosco" Foundation will eliminate the 20 percent tax on local contributions and since all provinces are represented on the Foundation's board of directors, it will enhance cooperation and coordination among the three Salesian provinces. The Salesian Provincials and Provincial Councils are committed to cover any financial shortfall, although that should not occur if they follow a policy of project fees and the direct mail effort succeeds. There has also been some discussion about charging for technical assistance and training courses, and of course increasing the project portfolio by providing more services to non-Salesian NGOs. This outreach to NGOs began in January 1999 through the project training course in Cebu.

(b) **Demonstration Projects**

The demonstration projects have progressed substantially towards sustainability, and none of them will be discontinued because of a lack of funding. All of the Salesian training centers now receive increased support for scholarships, which covers a large part of the trainees' costs. The cost of training a student varies from \$500 to \$800 per year. Trainees pay about 8 percent of their training costs, and scholarships cover 35-50 percent of the balance, and this percentage is increasing. TESDA, PESFA (Private Education Student Fund Assistance), local benefactors, foundations, and businesses provide scholarships on an annual basis. An example of the important scholarships provided by the centers and the variety of sponsors is shown in Annex F for the Makati Training Center, 1997-98. A total of 3,312,000 pesos (about US\$87,160) were raised for scholarships for this center that year. PESFA provided 98 scholarships. In the training center in Minglanilla, most girls receive some, if not total, scholarship support. By upgrading the quality of training to meet industry/business standards, which was funded through the Matching Grant, more businessmen have come forth to support the training centers.

Some training centers, as Makati and Tondo, have entered into relationships with local industries to train their employees in the evenings or on weekends using the centers' facilities; this has earned them additional income. Centers also take commercial and individual orders to repair vehicles, construct furniture, and to do other skilled and semi-skilled tasks. The Ilo-Ilo

Training Center and Boys' Home is developing a business plan to achieve self-financing in the future. They have contracts from the Education Department to produce computer tables and from the court system for furniture. In two months, the carpentry shop has already earned 150,000 pesos and a net profit of 50,000 pesos (about US\$1,350). More orders are being negotiated. In addition, the three hectares planted in various crops will provide it a substantial income. Three crops of rice per year on one hectare will provide an income of almost \$7,000. This training center also receives support from local businesses and foundations. Moreover, the Catholic Archdiocese has 30 hectares of land adjacent to the center that can be planted.

3. STATUS OF STRATEGIC PARTNERSHIP

The project was successful in engendering new partner relationships with both the government and private sector in the Philippines. TESDA and PESFA have increased their scholarship support for the training centers, and TESDA meets monthly with the Luzon management committee to learn from the competency-based training program being implemented by the Salesians. This is developing into a strong partnership and enhances the Salesian skills training programs as centers of excellence. By improving the training programs to meet industry standards, the Salesians have received support from hundreds of businessmen (see Appendix 10: Annexes D, E, and F). Toyota, Mitsubishi and other large firms have a very close relationship with the Salesian training centers and not only support financially the centers but hire many of their graduates.

Relationships with local and foreign NGOs have also been developed. Increasingly, Philippine NGOs and foundations support the training centers and sometimes send young boys and girls to them to be trained. TechnoServe, an U.S. PVO provided 2 scholarships in 1997/98 for students at Makati. Wide local support from Rotary Clubs, NGOs, businessmen has also helped to increase an awareness of the value and importance of Salesian training programs for the local community, and this has led to increasing contributions via annual direct mail fund-raising.

The project office has developed relationships with new local and international donors and as seen earlier, and this has resulted in substantially more funding for Salesian activities. Donors appear pleased with results since they usually fund additional projects. This could not have happened without the establishment of a project office and the USAID-supported program to train Salesians in project development and management. Since 1997, the project office in Cebu has managed well over \$4.0 million in new project money.

The concept of designating a Salesian in each community or center as a local project officer also brings decision-making down to the local level and better able to express the concerns of the poor and needy. At the level of the three Salesian provinces, there is some rivalry, but it has manifested itself in each trying to outdo the other in fundraising and program improvement. Nonetheless, cooperation and coordination is increasing and may become better if the project office is incorporated into the Salesian Don Bosco Foundation, where all three provinces participate.

V. PROGRAM MANAGEMENT

This chapter concentrates on assessing changes that took place over the life of the Matching Grant in the organizations' management capacity.

1. STRATEGIC APPROACH & PROGRAM PLANNING

SALESIAN MISIONS, INC.

Salesian Missions through its Office for International Programs in Virginia has become more aware of: (1) the importance of prioritizing development needs; (2) strengthening baseline data in its project design; (3) interpreting data collected for monitoring and evaluating projects; (4) improving financial management. For example, prior to USAID funding, few Salesian skills training activities tracked training center drop-outs, and graduates were rarely followed to ascertain whether or not they received jobs, which is an indication of the relevancy of a skills training program.

This is now being done systematically through the three project offices, and is monitored by Salesian Missions in order to ensure that programs are developing realistic objectives. This has enabled Salesian Missions to facilitate its technical assistance inputs and to obtain increased funding for Salesian activities. Technical assistance in collecting and interpreting data and information to develop projects and programs, and to undertake strategic planning in each Salesian province has become a high priority for current and future Salesian Missions interventions. Salesian Missions staff recognize that baseline data could be further improved by all the project offices.

In order to respond to this and other current needs, such as management support, Salesian Missions' Office for International Programs has employed staff who are professional and experienced in project and program development and management. The staff visit each project site at least once a year to provide technical assistance. Reports are reviewed for performance and institutional impact. Objectives are then refined or modified, as necessary.

ETHIOPIA

(a) Project Office

Up until the project office received USAID funds to subsidize its operation, its approach to planning can at best be described as opportunistic. Given the availability of these funds, considerable efforts were made by the Project Director to enhance the training of his staff through formal training, workshops, and on the job training. Special attention was given to improving

accounting systems in place and the overall management of the office. These improvements led directly to the project office much more aggressively competing for more grant monies.

A review of the Midterm Evaluation recommendations revealed that none of them were implemented—for a variety of reasons. Personnel job descriptions were not developed by the office manager due to oversight. Banking regulations in Ethiopia did not permit opening a separate account for USAID funds and an annual audit of the office is done when required by a given donor.

(b) Demonstration Project

This project has been implemented in accordance with the original plan—although unanticipated delays have been encountered due to the border conflict with Eritrea.

GUATEMALA

(a) Project Office

The project office has played a vital role in introducing the Salesians in the Central America Province to the more generalized concepts of strategic planning. This is not to say that Salesians lacked planning but it was viewed in the narrow context of a single project or the establishment of a single school. The project office provided three important changes in the Salesian operations. It has:

- given the Salesians a better appreciation of designing and planning projects, a sense of context in the broader framework of development—rather than just being associated with Salesian activities;
- promoted a sense of expanded and improved coordination of all Salesian activities along with those of other NGOs in the region; and
- provided a more systematic approach to applying for grants and other sources of project development funds.

(b) Training Centers

USAID permitted the training centers to capitalize on their ongoing efforts to secure outside funding to expand their projects. These funds served as a catalyst to do what they were already doing but at a more accelerated rate. However, these projects were ongoing before the project office was

established, relatively little coordination is taking place with the training centers and the project office.

HAITI

When the project office was in Port-au-Prince, it was beginning to impact on the analytical thinking of the Salesians regarding project design and evaluation. After the Office moved to the Cap Haitien area, the director found baseline data were lacking for the region and began to collect these data. A socioeconomic baseline study of farm households in the Commune of Limonade was conducted, in preparation to design and develop projects in support of the commercial farm's future outreach effort. Students from the Agricultural School were recruited to do the survey. While there were some problems encountered with this initial effort, the collected data provided the most solid socioeconomic baseline of the region to date.

A great deal of time and effort were wasted in the first few months when the Cap Haitien project office wanted quick and substantial funding results by drafting large proposals that did not fit donor possibilities and sometimes local realities. On the other hand, the strategic plan for the school and commercial farm, already funded, was well developed and refined at various periods in time. There was no Midterm Evaluation of the Haiti project office since the transfer to Cap Haitien was in process at the time it would probably have taken place. Had there been an evaluation, it could have identified some of the current problems.

PHILIPPINES

The grant has produced the following changes in the Salesians' program management in the Philippines:

- (a) Since 1994/95, the training centers are collecting and maintaining better data on trainees, including data on whether or not graduates find employment. This has also led them to assess the relevance of their training programs and to try to improve them to meet local standards of industry and business.
- (b) The Provincials and Economers of the three Provinces have taken greater responsibility for fund-raising and seeking increased support for projects. This has led to more coordination of project activities and has reduced greatly the uncoordinated or separate efforts of individual Salesians. This also has resulted in more standardization and professionalism of project design and fundraising. Provincials and provincial councils have instituted monthly progress reviews of the project office, usually presented by the provincial

Economer. The provincial councils provide management oversight of the project office.

- (c) The creation of a management team for Salesian training centers has enabled the Salesians to review training materials, curricula, to interact with business and industry, and to make substantial progress in creating training standards and improving overall training activities. The development of a competency-based training program is one of its accomplishments, and has led to the creation of centers of excellence for training youth.

2. MONITORING & EVALUATION

SALESIAN MISSIONS, INC

Project monitoring was a continuous process. SM project officers visit each country and project site at least once a year. Monitoring and performance reports were received quarterly from each project office and demonstration project. These were reviewed and interventions were made as required. An outside consultant was contracted to do the Midterm Evaluation of the program in 1996. Copies of the evaluation reports were provided to BHR/PVC.

ETHIOPIA

Project staff spent a great deal of time visiting local projects in order to monitor progress and identify problems being encountered as early as possible. Additionally, considerable attention was given to tracking project's expenses. Evaluation was very much a "hands on" operation. However, few data were being collected in a formal systematic manner for determining the appropriateness of the original project designs, their objectives and outcomes as a result of a specific intervention. The project office has the capability to conduct more structured assessments of their work but have not done so to date. As with audit requirements, it will be left to the dictates of the donor.

GUATEMALA

(a) Project Office

Monitoring and evaluation (M&E) require considerable attention. While the project office has been quite successful in receiving more funds for Salesian projects, there was no indication the office does any evaluation of its own activities—although it certainly monitors its efforts in terms of results. Moreover, the training provided has not focused on M&E as a managerial tool.

(b) Training Centers

The managers at both centers have paid attention to detail in the area of monitoring and evaluation. Each project keeps detailed records on student numbers, types of training received, services provided, the population being served, and most discernible results of a given project. While it was not immediately clear whether projects had formal evaluation designs, there were in place systematic procedures for collecting baseline data on project processes as well as performance outcomes.

HAITI

(a) Project Office

As evidenced from the operation of the project office while in Port-au-Prince, it was beginning to develop a capacity to monitor projects. The projects developed had appropriate objectives and indicators for measuring performance (but then most of them followed the FAES format). There is no way of knowing how well the few funded projects would have been evaluated for performance since the office was transferred, and individual project holders took on this responsibility directly with the donors. The Cap Haitien project office could not be assessed since no projects have been funded. However, a brief review of project proposals revealed the lack of reliable baseline data and the need for more lucid performance indicators. The problem appears to be the lack of training of project office staff (now only one person) and failure of Fondation Vincent pour l'Agriculture to provide guidance since all energies and time are focused on the Technical Training Center/Agricultural School and commercial farm.

(b) Technical Training Center

The Technical Training Center or Agricultural School has an excellent monitoring and evaluation system, probably because of the technical assistance provided early by CARDI (Caribbean Regional Development Initiative), which managed the first phase of the commercial farm. There is an MIS system in place and project staff, particularly the agronomists, analyze and interpret the data. In January 1999, a formal evaluation was conducted of the Agricultural School and commercial farm by an outside contractor for Salesian Missions in Virginia. The report concluded a proper system of monitoring and evaluation were in place, and the project was becoming a center of excellence for agricultural training and development.

PHILIPPINES

(a) Project Office

The project office has improved its capability to monitor and evaluate projects. Project reports are presented first to the project office before they are submitted to the donor. This allows the project staff to review reports, seek and include more data, ensure objectives are being met, and finances are managed and reported properly. The project office had a clear understanding of how to develop project objectives and performance indicators, however, baseline data collection needs to be strengthened in most of the proposals presented to the project office. Some attempts are being made to assess project impacts, especially as it relates to the improvement of Salesian programming and management of training centers. The Staff concur that this is an area requiring more attention. An MIS system for project tracking and finances has been implemented, and the next task will be to consolidate, analyze and interpret data from training centers and funded projects to improve the strategic planning process and management of each Salesian program. The Salesians view this aspect as helping them in fund-raising.

(b) Demonstration Projects

The USAID grant has been very important to the training centers in making them aware of the need to monitor and assess their performance. Needs assessments are being undertaken by the Sisters' training centers, and some of the Salesian Fathers and lay people are moving in the same direction. For the first time, data is being collected on enrollees, dropouts, graduates, and those finding employment. This has become a critical data mass to measure performance. All of the demonstration centers have adequate MIS systems now, although more training might be given in interpretation of data. The Ilo-Ilo center, which is just beginning to function, has instituted a very good MIS system. Reports to funding sources from the demonstration projects were reviewed and found to be satisfactory in measuring performance.

3. FINANCIAL MANAGEMENT

SALESIAN MISSIONS

Financial reports from both project offices and demonstration projects are prepared monthly and quarterly for Salesian Missions/Virginia. These include: summary of cash transactions, summary account of accumulative cash transactions, summary of budgeted vs. actual expenditure (local currency and US dollars), reconciliation of bank accounts, with photocopy of bank statement(s). Financial reports contain two signatures, those of the project manager or director, and of the accountant. Reports are reviewed by Salesian

Missions and if questions arise, adequate action has always been taken. Salesian Missions correlates these reports with the approved budget and funds transferred to the project. A review of finances indicates that funding transfers to projects were timely and adequate. In a few cases, banks transferring funds delayed crediting the local account by up to four days or perhaps longer in the case of wire transfers to Ethiopia.

Financial reports are then sent from SM/Virginia to the finance department in New Rochelle, where they are receive a final review. The New Rochelle Office wires funds to projects after the order is given by the Virginia office to disburse them. Salesian Missions/New Rochelle presents USAID with financial reports (i.e. Form 1550, 1552, 269, and 272), and if there are questions concerning the reports, USAID contacts New Rochelle. The financial system of SM operates with a number of "checks and balances."

A review of headquarters and field accounts showed that USAID funds are kept in a separate interest-bearing bank account, and that earned interest is sent to USAID annually. Periodically, the New Rochelle Finance Department has had a problem with project financial reports, especially from the Philippines because the exchange rate is not provided on the reports. This was a minor problem. Early in the program, some reports did not provide counterpart inputs, but this was quickly remedied. Counterpart funding is being met as projected.

The Salesians maintain a reliable accounting system at all levels, which is one of their strengths. They recognized the need for financial transparency early in their history. Salesian Missions contracts with an independent reputable audit firm annually to conduct an audit. A-133 guidelines are applied to USAID funds. The audit is made available to the public. Lastly, the site visit verified Salesian Missions, both New Rochelle and Virginia offices, will be Y2K compatible by the end of 1999.

ETHIOPIA

All of the financial management is handled out of the project office. The records are maintained with modern computers and contemporary software. An examination of the records when the project first started verified how improved the procedures are now (see Annex B of Appendix 8). Each project is tracked individually and all expenses are billed to a separate budget line. The accountant has received training in the United States and is familiar with established accounting standards.

GUATEMALA

(a) Project Office

This office was usually managed by a single individual and the financial management represents billing for the all of the office operation—no breakdown of expenses were provided to distinguish between labor, materials, etc. This, of course, has to be done if a true figure on overhead is to be determined for charging to other projects.

(b) Training Centers

These centers both maintain complete and modern financial management systems; each center has an accountant to track expenses by project and by budget category. Judging from the reports and other documents reviewed while on site, the systems are both operating without problems and in accordance with established accounting practices.

HAITI

(a) Project Office

The project office in Port-au-Prince had an adequate financial monitoring system. A review of the records show financial reports were well prepared, documented, and submitted on a timely basis. Subsequently, donors were more willing to consider Salesian projects because they were better designed, and the project office provided less risk of failure. It also enhanced possibilities of coordinating Salesian projects. Funds for funded projects, however, were handled directly by the Salesian Provincial or Economer and their accountants, with reports to the project office.

(b) Technical Training Project

A separate financial system in Cap Haitien has been created for USDA funds, and reporting was handled directly between the FVA (Fondation Vincent pour l'Agriculture) and Salesian Missions in Virginia. The documents show the system is functioning without problems. The project office in Cap Haitien does not manage any funds. It operates as a component of the FVA, which responds to its financial needs. The FVA has a certified accountant and support staff for managing the large USDA-supported project. The system is computerized and provides easy financial analyses.

PHILIPPINES

The Salesian project office has an excellent accounting system, as do the demonstration projects. The offices all have capable, experienced finance officers. As a result, financial reports from the Philippines to Salesian Missions in Virginia have been timely and accurate, and have reflected adequate counterpart inputs as per the approved budget. In addition to leveraging additional revenues beyond the counterpart matches, the project office and demonstration projects have been able to raise considerable sums of money through direct mail, scholarships from government and industry, and other local sources.

4. OTHER MANAGEMENT ELEMENTS

SALESIAN MISSIONS

(a) Information

Reports were timely and useful for monitoring and to a lesser extent providing the basis for evaluation. Performance was linked to accomplishing objectives. However, annual and semi-annual reports to USAID should present more information on achievements through the use of matrices, tables, and charts with less emphasis on narrative. Salesian Missions provides its constituents and the general public with information about USAID grants through its annual report, the Salesian monthly magazine, and when possible through reference in direct mail appeals.

(b) Logistics

Salesian Missions provided projects with adequate and timely support. Technical assistance visits were timely and productive.

(c) Supervision

Salesian Missions staffing was adequate and capable of managing the Matching Grant. Project officers are experienced in management and development processes, all being former USAID or PVO staff employees previously. At the field level, all of the project offices, except Haiti, are adequately staffed and have capable project officers and directors. Local staff also have had prior PVO/NGO development experience. The SM staff has a sound understanding of accounting principles.

(d) **Human Resources**

Salesian Missions, as well as the beneficiary training centers and project offices, evaluate staff performance annually, and provide opportunities for further training. On-going training opportunities are recognized by the Salesians as important for staff development, and they have been incorporated into their plans and programs strongly as elements required to further strengthen Salesian development capacity.

ETHIOPIA

(a) **Information**

Project Office: reports from the project office (with few exceptions) were provided to OGP on time and with few problems. The office has e-mail and stays in touch with OGP as necessary. An annual direct mail campaign is operated out of this office and generates several thousand dollars in contributions from around the world.

(b) **Logistics**

Due to the problems associated with wire transfers and the general chaotic conditions of the Ethiopian banking system, the PM indicated that monies from SM usually arrived late. He felt little could be done to alleviate this since the problem cleared resided with the banking structure.

(c) **Supervision**

With one exception, the professional staff and support staff were sufficient for conducting all of the associated project activities. The exception is the need to acquire a person with grant writing skills.

(d) **Human Resources Development**

Matching grant funds played a major role in training staff and improving the overall professional skills of the staff in project development, implementation, and to some extent M&E activities.

GUATEMALA

(a) **Information**

Project Office: the office produces monthly, quarterly, and annual reports as required. They have been delivered to SM on time and without any problems. Office space is adequate but limited to supporting only one-two staff. Given

the limited staffing at this office, no public outreach activities are done by this office—although the Provincial's office undertakes such activities but unassociated with the MG activities.

Training Centers: each center has a complete support staff to carry out the centers full complement of activities. Operationally, reports on the use of the MG have been sent directly to MG in Virginia with copies usually provided the project office later. Coordination between the project office and centers are limited even though the interaction among personnel is cordial.

(b) **Logistics**

No problems were identified at either the project office or training centers with respect to receiving monies from SM. The banking system in Guatemala is modern and handles wire transfers quickly and with a minimum of red tape.

(c) **Supervision**

The training centers are replete with professional and support staff—certainly sufficient to manage their operations efficiently. In contrast, the project office in Guatemala City relies on the services of one individual with some part-time support for clerical assistance and accounting.¹⁶ Assistance to this office is also provided by a full-time coordinator for Central American who is posted in San Salvador.

(d) **Human Resources Development**

Aside from the workshop training provided by SM in April of 1997, little investment has been made in training project office personnel.¹⁷ No data were provided on staff training at the training centers but both managers indicated they had excellent personnel and based on many of the reports and other materials reviewed by the evaluator, the quality was judged as meeting professional standards.

¹⁶ A recent USAID award will provide \$27,000 to support two staff in this office after the MG funds are expended. SM hopes that other funds may also become available soon based on grant applications (SM Director/VA: personal communication).

¹⁷ The SM will be presenting a second workshop in Guatemala in August 1999 on "Grant Proposal Writing."

HAITI

(a) Information

Project Office: Reporting was done in a timely and detailed manner, and provided a basis for Salesian Missions in Virginia to plan appropriate technical assistance inputs. Reports covered targets, achievements, constraints and opportunities by report period. An annual program plan was also prepared. The office in Cap Haitien does not provide these reports since it has never received USAID support under the Matching Grant and does not have an institutional memory to provide reports, especially on a results-oriented basis. Reports are provided if requested by the director of FVA. Since the project office is incorporated within the FVA, reporting is more informal than systematized. During the evaluation of the Cap Haitien project office, the evaluator discovered that it did not have the Salesian manual on project design and development, nor any other similar manuals. Moreover, it has no directories or guides on donor resources. These are basic materials which a project office should have to function effectively.

Technical Training Center: Reports are timely, very well-detailed and results-oriented. It is an excellent system, and is a basis for planning and refining objectives and inputs. The large USDA-supported program would not operate as efficiently as it does if it did not receive reports from the commercial farm manager, agronomist, and others to incorporate into reports required by Salesian Missions and the USDA.

(b) Logistics

Project Office: Material inputs were both adequate and timely. A review of documents showed the offices in both Port-au-Prince and Cap Haitien were adequately provided with equipment such as computers, fax and other items.

Technical Training Center: Except for the commercial farm, office materials were adequate and acquired in a timely manner. The procurement of machinery and equipment for the commercial farm was delayed several months or more because of the uncertainty over negotiating the farm lease and then more time was required to clear the items from customs.

(c) Supervision

Project Office: At this point in time, following the transfer of the project office, it is difficult to assess how well that Office supervised staff and project development. Salesian Missions did provide the Port-au-Prince Office with close supervision and guidance. Visits were made to Haiti by Salesian

Missions staff. These visits continue to Cap Haitien, both for the USDA program and the project office. However, one of the shortcomings of the project office in Cap Haitien is its lack of proper supervision on a day-to-day basis by FVA, and its failure to have initiated a strategic planning process.

(d) **Human Resources Development**

Project Office: Staffing needs were appropriately addressed by the Salesians in Haiti and Salesian Missions in Virginia to establish the project office. The project officer hired in Cap Haitien, is familiar with development work and is fluent in French and Creole. Future employees will require training in project planning and design as well as the general art of grantsmanship.

Technical Training Center: The Staff are qualified. The FVA has some of the best agronomists in Haiti, an exceptional accountant, and other capable and professional individuals. FVA, with the help of Salesian Missions, selected a cadre of capable persons to address the needs of the center and those of the farm.

PHILIPPINES

(a) **Information**

Reports to the Salesian Missions Office in Virginia are timely and provide very good information on project performance. Based on these reports, the Salesian Missions Office in Virginia has been able to better plan its technical assistance inputs. The Salesians in the Philippines publicize the origin of the grant in their annual reports.

(b) **Logistics**

Material inputs, as far as can be assessed, were timely.

(c) **Supervision**

The project office and the demonstration projects have very capable staff. All have appropriate technical and management skills to implement and manage this grant. They were trained in project development, finance and management. There is a system, as described earlier, of continuing staff education, with some individuals receiving scholarships for training in Germany, Japan, and elsewhere. The project office and demonstration centers all have personnel manuals and administrative guidelines.

(d) **Human Resource Development**

Salesian Missions in Virginia undertook a very good assessment of staffing and training needs prior to initiating this project. As a result, two courses on project development and management were held, and advice and technical assistance were given to the Salesian Provinces on staffing and training. A major focus of the project was placed on training trainers and teachers of the training centers, and establishing a competency-based training program. Over 100 teachers, trainers and administrators will have been trained in technical skills, teaching methodologies, and administration by the end of the project, in addition to the 68 individuals who received formal project development training.

VI. LESSONS LEARNED AND RECOMMENDATIONS

The development of project offices has had a profound impact on the Salesian Society. These are fast becoming models that many other Salesian Provinces would like to replicate, especially those Provinces striving to generate more resources for development projects. Based on the data presented earlier in this report, the evaluation team is of the opinion that the Matching Grant has contributed to institutionalizing the concept of project offices. These model offices have been successful in no small part due to the technical assistance and training provided by Salesian Missions, Inc.

SUMMARY CONCLUSIONS

A review of the project offices discussed in Section Four of this report demonstrates that these projects are quite capable of designing, planning, and implementing projects. Project offices are now capable of seeking out other resources to support their development efforts. Indeed, project goals and objectives are clearer, indicators are more measurable, and office management is more professional. Budgeting procedures have shown the greatest improvement. Nonetheless, there are still some areas that could be strengthened, such as better and more relevant baseline data collection, the implementation of monitoring and evaluation methodologies, and the establishment of local foundation to assist in sustaining local projects. As the "Strengthening" Matching Grant comes to an end, the essential question is whether Salesian Missions did what it proposed doing in its Matching Grant proposal submitted to BHR/PVC on January 14, 1994.

Logical Framework Compliance

The 1994 Matching Grant proposal did not formally operationalize the concept of "strengthening." However, a review of the program logical framework (1994: 23) clearly delineates the purposes of the project that in effect provided the basis by which Salesian Missions applied this concept. Strengthening was defined in terms of improving the technical and programmatic capacity of project staff, increasing possible sources of funding for Salesian projects, and enhancing the ability of project offices to sustain their development efforts. Based on the analyses conducted by the evaluators during their site visits to the Salesian Projects, the following results can be summarized regarding the two primary purposes cited in the program logical framework.

1. To strengthen Salesian institutional capacity to design and implement development projects; the major outcomes were:
 - increased the dollar volume of monies applied for and received to maintain project offices and expand local projects;

- expanded program capabilities to provide services to poor youth in local community settings; and
 - improved the ability of project field and office staff to carry out project tasks in a more efficient and professional manner.
2. To demonstrate and improve the effectiveness of Salesian programs; each project office did the following:
- provided training to Salesians and project office staff in the areas of project design and planning leading to the development and submission of numerous funding proposals;
 - improved project office management procedures in the areas of budgeting, finance, reporting procedures, and overseeing demonstration project activities; and
 - completed the implementation of the demonstration projects on time and under budget.

With respect to the primary outputs called for in the proposal logical framework, the Evaluators' assessment of outcomes are summarized below:

TABLE 1: SALESIAN MISSIONS' PROPOSED OUTPUTS AND OUTCOMES

PROJECTED OUTPUTS	OUTCOMES OBSERVED BY EVALUATORS
1. PDIS developed for project offices	Partially developed and implemented in project offices—especially in the areas of project design and proposal writing.
2. Development training conducted	Successfully completed for all project offices.
3. Foundations established	Partially implemented; contingent upon the legal criteria unique to each country.
4. Project offices using PDIS	Varies; all offices are using project design and proposal writing materials; no software developed, limited attention given to monitoring and evaluation, and data analysis in general.
5. Project staff managing projects	Successful management of demonstration projects by each project office with the exception of Haiti.

With few exceptions, the evaluation team concluded that Salesian Missions, Inc. effectively carried out most of the activities they proposed in their 1994 Matching Grant proposal.

Country Program Performance Assessment

In assessing contract or grant performance, USAID now requires that evaluations document overall performance with respect to outcomes and results. Earlier this year (2/99), PVC issued a Detailed Implementation Plan (DIP) Guidelines for assisting PVOs in developing a planning matrix for delineating the most important elements to be considered in measuring the results of any program/project intervention. Table 1 above provided insights to the general and overall outcomes of the project but the evaluation team felt greater rigor was needed for assessing the interventions provided by Salesian Missions at the country level. A list of performance indicators was drawn up by the evaluation team based upon the 1994 grant proposal activities and the list of illustrative elements cited in the DIP for assessing the key areas of intervention provided by Salesian Missions to project offices.

TABLE 2: Country Program Performance Assessment

Activities Assessed	Countries			
	Ethiopia	Guatemala	Haiti	Philippines
Project Management	4.5	4.0	2.0	5.0
Financial Management	5.0	4.0	5.0	5.0
Project Development	4.0	3.5	2.0	5.0
Resources Generated	5.0	4.5	4.0	5.0
Demonstration Projects	5.0	5.0	No Project**	4.5
Training	4.5	3.5	1.5	5.0
Coordination of Activities	5.0	3.5	2.0	3.5
Partnerships	4.0	5.0	2.5	5.0
Data Collection/Analyses	2.5	4.0	2.5	3.5
Monitoring & Evaluation	2.5	2.5	1.5	3.0
Support of Local Society	5.0	4.0	2.0	5.0
Sustainability*	5.0	3.5	2.0	4.0
TOTALS	52.0	47.0	27.0	53.5

* Foundations are subsumed as part of this performance category;

** There was no USAID funded demonstration project—although the project office did assist in the support of a Kellogg/USDA Demonstration Project.

Possible Score = 60

87%

78%

49%

89%

The scale used was One to Five; with (1) being "ineffective" and (5) being "very effective." Based upon the site visits, extensive interviews, and the review of considerable documentation, the evaluation team assigned the scores used for each activity in Table 2. The scores were arrived at independently by each evaluator and then discussed based upon the data provided in the country sections.¹⁸ Final scores were then assigned after discussion. Except for Haiti, each country could score a total of 60 points. Since there were no demonstration projects in Haiti, the maximum number of points it could score was 55. Overall performance for each country project office (including demonstration projects) is based on the total points assigned as a percent of the total points possible.

The Philippines scored the highest, 89 percent with Ethiopia and Guatemala scored at 87 and 78 percent, respectively. With the exception of Haiti, all of the countries had high performance assessment scores. The Philippines and Ethiopia were almost even in their relative scores with the main differences identified in the areas of project design and coordination of project activities. Guatemala as a program was perceived as weaker in several areas but still performing well. Haiti clearly demonstrated a poor performance and in retrospect, it was probably not the right country for establishing a project office. All of the projects require strengthening in performance areas such as data collection and analysis, and monitoring and evaluation.

The most salient conclusion of the evaluation is that all of the project offices are now capable of designing and managing projects at improved levels of performance. This has resulted in the Salesian provinces being able to compete for development funds internationally. In sum, the Matching Grant has enabled the new Salesian project offices to raise an impressive \$43,481,530 in new project money. This is a ratio of \$14.49 for each \$1.00 of USAID grant money (the Matching Grant was \$3.0 million). By project end, the amount may reach \$45 million.

Individual lessons and recommendations for improving project offices are provided with respect to each country visited along with remarks on the Salesian Missions, Inc.

¹⁸ A five point scale was used ranging from "ineffective" to "very effective." Effectiveness is defined as a measure of output—that is, how well did each project achieve desirable outcomes as a result of intervention activities. Each scale item is defined with rigor so that assigned scores have a high probability of replication by other reviewers of the project data. The Scale items are as follows: (5) "Very Effective"—implemented successfully all activities associated with the performance category or may have surpassed expectations; (4) "Mostly Effective"—Implemented most activities of a given performance category but there were areas that required improvement; (3) "Moderately Effective"—Half or more of the activities were effective; (2) "Mostly Ineffective"—Half or more of the activities were ineffective; (1) "Ineffective"—Failed to implement successfully any activities associated with a given performance category.

LESSONS LEARNED BY COUNTRY

Ethiopia: Project Office

Lessons Learned

- (1) Strong leadership is crucial in making a project work; its presence inspires others and leads to loyalty among staff for insuring the long-term continuation of development efforts.
- (2) The investment of resources in staff training leads to improving project activities in the short term as well as the long term. Moreover, when this investment is coupled with technical upgrading by way of computers and communication capabilities, the results achieved are remarkable.

Recommendations:

- (1) Despite very capable leadership qualities provided by the PM, attention should be given to grooming a backup PM who fully understands the projects being run by the office and the procurement strategies in place.
- (2) A formal training plan should be developed for training staff to managing the expanding portfolio of development projects.
- (3) Future budgets in proposals should incorporate an overhead fee to cover the indirect costs of project operations; this is done on an erratic basis now but with the USAID grant finishing, it is only realistic that overhead costs be structured into all budgets.

Ethiopia: Demonstration Project

No lessons were drawn for the demonstration project given the limited financial role of USAID funding. (However, the funding provided for digging wells was crucial for the rest of the project since water is in short supply in this arid region of Ethiopia.)

Guatemala: Project Office

Lessons Learned

- (1) The project office did an excellent job in generating grant proposals but despite an enviable record, its success may be its undoing. Now that the

MG is coming to a close, a realistic overhead fee has to be passed through on any future awards if the office is to become sustainable.

- (2) The office is tracking expenditures with well-devised reporting forms; however, if it is to charge for its services, a better means for tracking time and services needs to be implemented.
- (3) Little attention has been given to the monitoring and evaluation of projects; monitoring is being passed off as evaluation and there is little to no discussion on the managerial role that evaluation can play in all phases of a project life cycle.

Recommendations

- (1) The project office should develop an overhead structure for passing on indirect costs of the office operation to donors. Tracking procedures need to be devised and implemented for monitoring staff activities so that an overhead can be determined. Based on actual office operational costs.
- (2) The last training activity will focus on grant writing—a session on monitoring and evaluation should be incorporated into the activity so participants can appreciate the differences between M&E and in general to gain the knowledge for determining project results and reporting these results to donors.

Guatemala: Training Centers

Lesson Learned

- (1) It has proved extremely productive to merge Salesian leadership with that of dedicated and highly committed lay persons who manage Talita Kumi and the Don Bosco Training Center.

Recommendation

- (1) Salesians should make a greater use of lay persons as they expand their project development activities.

Haiti: Project Office

Lessons Learned

- (1) There is a potential for conflict of interest or lack of interest when project offices are established away from the Provincial and Provincial Council's control, even though they may have agreed initially to such a structure. The role of the project office needs to be clearly defined from the onset.
- (2) Project offices have less contact with local donors, NGOs, and international donors when they are regionalized.
- (3) Project design and budgets need to be realistic. Projects developed by the Office in Cap Haitien were too large for most donors to consider, and wide-ranging, with too many components and objectives, resulting in high risk, a reason why the Office has had little donor success after being transferred.

Recommendations:

- (1) Salesian Missions/VA should develop jointly with the FVA and project office a clear statement of role, policy and administrative guidelines for the project office.
- (2) Training should be given to the project officer and staff on identifying, designing, managing, and evaluating projects. This might be done through one of Salesian Missions worldwide project development training courses.
- (3) Consideration should be given to relocating the office now in Cap Haitien to Port-au-Prince where better coordination can be maintain with the Provincial. This move would improve the likelihood of project success and its sustainability.

Haiti: Technical Training Project

Lessons learned

- (1) A large project like the development of the commercial farm requires skilled managers and substantial material resources. Adequate time needs to be allowed for project startup. Management and financial systems need to be in place before launching a large project.

Recommendations:

- (1) Salesian Missions should attempt to negotiate a fourth year monetization program with the USDA in order to initiate the farmer outreach program and planned contract growers association, even if it is on a scaled-down basis.
- (2) Salesian Missions and FVA should review how the project office can best serve the Technical Training Project and commercial farm.

Philippines

Lessons Learned

- (1) It was difficult to establish a project office for more than one autonomous Salesian Province since they operate as autonomous entities.
- (2) Capable project office staff, and improved project design can generate large sums of financial support since projects can compete for worldwide funding.
- (3) Establishing networks with local government and business resulted in creating solid working relationships leading to increased community support and enhanced probability of project sustainability.
- (4) Vocational skills training need to meet local standards of industry and business for projects to be viewed as potentially useful to the community.

Recommendations:

- (1) Projects should collect reliable baseline data so the needs of the local community are clearly understood and progress can be measured.
- (2) Support should be provided by Salesians to assist in coordinating the respective programs and other activities of the three Salesian Provinces.

Salesian Missions, Inc.

Lessons Learned

- (1) The wise investment of USAID resources for strengthening the operation of project offices can lead to create entities quite capable of identifying and competing for funds for sustaining their activities.

- (2) SM, through its training activities, has assisted the Salesians in establishing standards for operating project offices dedicated to development activities.
- (3) Project offices are increasingly identifying and developing project which are dedicated to serving the needs girls and women.
- (4) There are numerous opportunities for international cooperation in development programs, with flexibility and negotiation, can be explored and nurtured. More attention is now being directed at working with local USAID Missions as well as numerous European and multi-lateral donors.
- (5) Salesian provinces are highly competitive with each other for resources, and given their autonomy, at this early stage of developing the concept of project offices, it is better to establish project offices on a singular province-basis, rather than to create a joint office for a number of provinces. Moreover, establishing a project office away from the provincial's seat can lead to conflict within the Salesian province.

Recommendations:

- (1) Consistent with the name change (e.g., Office for International Programs from OGP), greater attention should be given to seeking funds from a wider donor base.
- (2) Office staffing should be reassessed in light of the expanded mission of the office.
- (3) Future projects should be designed with a greater appreciation the Salesian organizational structure at the Provincial level. Since the support of the local Economist is invariably crucial to the effective operation of a project office, accessibility and communication should always be taken into consideration.

CROSS-CUTTING RECOMMENDATIONS

A list of recommendations for improving SM contributions to Salesian project offices in future endeavors are provided which are based on issues that crosscut all of the sites visited during the evaluation. They are as follows:

1. Salesian Missions should provide greater emphasis in its training programs and through technical assistance to improve the collection of baseline data, data analysis, and applying such analyses as part of a strategic planning process.
2. Along with providing information on monitoring project activities, SM should equally stress the need for formal evaluation in assessing project activities, their overall performance, and the results achieved.
3. More attention must be given to where project offices are located; additionally, Salesian Missions should develop more detailed feasibility procedures with threshold criteria for determining what countries to establish projects.
4. USAID should play a more active role in monitoring multi-dimensional program agreements; annual reports need to be reviewed carefully viz. performance levels for determining as early as possible apparent weaknesses in program operations that require timely and effective interventions.
5. Closer attention needs to be given by Salesian Missions for training project offices in sound business management procedures such as establishing overhead rates and fees for project design, project management and evaluation since such fees are an important source of funds for sustaining project offices.

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APPENDICES

Appendix 1: Evaluation Statement of Work

Appendix 2: SM Previous and Current AID/USDA Funded Projects

Appendix 3: Cooperative Agreement Logical Framework

Appendix 4: Site Visit Questions

Appendix 5: Evaluation Schedule

Appendix 6: Persons Interviewed

Appendix 7: Support for Salesian Sisters

Appendix 8: Ethiopia

Annex A: Sample Grant Proposal

Annex B: Project Financial Records

Annex C: Adwa Water Project

Appendix 9: Guatemala

Annex A: Projects Approved and Pending Approval

Annex B: Project Cycle Guide

Annex C: Budget Submission Guides

Appendix 10: Philippines

Annex A: Summary of Assisted Projects by House

Annex B: Grant Proposal Writing Workshop

Annex C: Employment Profile

Annex D: MEAP Beneficiaries 1998-99

Annex E: Placement Report 1997

Annex F: Summary of Sponsors

APPENDIX 1

Evaluation Statement of Work

**SCOPE OF WORK
FINAL EVALUATION
STRENGTHENING SALESIAN CAPACITY
TO
MANAGE ECONOMIC DEVELOPMENT PROJECTS
SALESIAN MISSIONS - GRANTEE
A.I.D COOPERATIVE AGREEMENT NO. FAO-0158-A-4025-00**

Summary

This is a statement of work for the final evaluation of the five-year matching grant "Strengthening Salesian Capacity to Manage Economic Development Projects", A.I.D. approved in September 1994. We propose to evaluate the overall performance of the grant, as well as that of the five demonstration projects funded by it, in terms of what was planned, what has been achieved so far, and its impact on the Salesians' capability to design and manage projects. The grant involves the establishment of Salesian project offices in four countries, Guatemala, the Philippines, Ethiopia, and Haiti, along with demonstration projects in these countries. The projects' purpose is to strengthen Salesian institutional capability to assist poor and abandoned children, by caring for them, educating and empowering them to become responsible and productive citizens of their particular society. The project was to benefit over 32,000 disadvantaged girls and boys, and over 200 Salesians and staff were to be trained under the project.

The evaluation will require the assistance of and close cooperation with the Office for International Programs of Salesian Missions/USA, the provincial model project offices, staff of the demonstration projects, workshop trainers, and the USAID Missions in each of the four countries where the project is carried out. The evaluation will be conducted jointly by William M. Pruzensky, Ph.D., and William Millsap, Ph.D. The contractors are solely responsible for writing the report and for all conclusions reached therein.

Purpose

To assess the effectiveness of the grant in (1) strengthening Salesian institutional capacity to design and implement successful development projects that assist poor and abandoned children and (2) demonstrating and improving the effectiveness of Salesian programs to rescue abandoned children and to provide basic education and technical training to poor youth so that they may gain employment.

Background

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 over 120 countries. The Salesians are the third largest religious order in the Catholic Church. They operate about 3,104 schools, of which 287 are industrial skills trade schools, and 59 are agricultural vocational schools. They also manage 870 day-care centers, 219 medical clinics and hospitals, 90 programs for orphans and street children, many social welfare centers, and other activities. On a day-to-day basis, the Salesians are in contact with over three million people.

In 1947, Salesian Missions was established to provide financial, technical, and commodity support for the Salesian activities in developing 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. While development organizations admire the Salesians' work with children and young adults, they are concerned by the

frequent inability of Salesians to meet international standards for project administration. This grant was intended to address the constraint by establishing improved systems of management, and by appropriate training of personnel. This is expected to be key to the expansion of Salesian assistance to poor and abandoned children.

This matching grant from A.I.D. Washington to Salesian Missions was approved for US\$3 million on September 16, 1994, and was amended seven times: the last amendment was approved in May 1998. Major modifications included (1) substituting Haiti for Nicaragua, and (2) establishing a project office in Guatemala instead of El Salvador. The project will run for five years until 1999, with a matching contribution of \$4,863,000 from the Salesians. The goal of this project is to rescue and train poor and abandoned girls and boys in developing countries so that 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 supplementary health and education services. These require outside financial services, especially with increasing the number of children cared for and educated, along with rising costs.

To perform more effectively their role of helping poor boys and girls, the Salesians must strengthen their institutional capacity to attract and manage financial resources. The project proposed to help develop this capacity by introducing to the Salesians the use of modern methods of professional management, improved project design and implementation, better financial management and project evaluation.

It involves training core staff at the provincial level, establishing model development offices in key regions with the capacity to train other personnel (country and local staff), developing the capacity to mobilize resources, and incorporating self-financing strategies into development activities. Model provincial project offices will be established in the Philippines, Guatemala, Ethiopia, and Haiti: demonstration projects were also funded in each country.

Evaluation Objectives

1. To provide the Salesian and A.I.D. with a written assessment of the grant's achievements, according to the following specific objectives as stated in the grant agreement and amendments:
 - (a) 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.
 - (b) To install in these offices a Salesian-specific project development and implementation system that meets A.I.D. and international agency standards. Insofar as possible, the PDIS is to be incorporated in manuals.
 - (c) 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 for Salesians in project formation, management, financial control, and evaluation.
 - (d) To develop a training program that will be practical and directly useful for the Salesians in their work, and that a cumulative total of around 200 trainees will be trained in five years.
 - (e) To help establish local foundations or mechanisms to provide (1) guidance to Salesian schools on needs for skills and the content of training programs, (ii) job opportunities, (iii) funding, and (iv) participation in policy dialogue on matters relating to poor youth and street children.
 - (f) 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, three program officers,

two part-time trainer/coordinators, and administrative support. Each project office will be staffed by a least two full-time professionals and two part-time staff.

2. To provide answers to questions concerning the relevance, efficiency, effectiveness, impact, and sustainability of grant activities (including the demonstration projects), and to provide recommendations to improve future performance.

Evaluation Criteria

The final evaluation will assess (1) program implementation and (2) program management to achieve the specific objectives of this project.

A. Program Implementation

1. Assessment of progress to achieve objectives:

- The evaluators will assess the progress made towards achieving each specific objective in terms of what had been proposed in the program planning matrix or logframe, and what had been accomplished by and since the mid-term evaluation. Specifically, it will:
 - (a) Assess the progress to establish or strengthen four model project offices in order to provide professional project development and management. The four offices are located in Ethiopia, Guatemala, Philippines, and Haiti.
 - (b) Review progress made to establish local foundations to guide the Salesians in job opportunities, skill needs and training programs, mobilization of funds and other resources, and for participating in policy dialogues on issues related to youth and street children.
 - (c) Review training courses conducted to ascertain the number of trainees successfully completing the courses, and to assess the impact of the training.
 - (d) Assess the status of the demonstration development projects that are being carried out in the four countries by the Salesians, and specifically how they provide examples and experience in project formation, management, including financial control, and evaluation. One demonstration project each are located in Guatemala, Haiti, and Ethiopia. There are three demonstration projects in the Philippines.
 - (e) Examine the project development systems of four model project offices.
 - (f) Examine materials, such as manuals, software, training curriculum, foundation mobilization resources, developed and used under the project grant to ascertain their relevancy and practicality in addressing Salesian needs.
- Identify constraints and unstipulated effects in achieving the specific objectives to strengthen Salesian institutional capacity to design and implement successful development projects, as well as to provide youth with an adequate basic education and technical training skills.
- Identify the major successes of the program and the elements that contributed to these successes.
- Assess the effectiveness of the models, approaches or assumptions that underlie the program, especially as related to strengthening the institutional capacity of the Salesians to develop and carry out successful

development projects and activities.

- Identify the characteristics that made the models or approaches work in achieving the objectives and program purpose.
2. Assessment of progress towards sustainability. This will involve:
- Identifying program elements that were intended to be sustained: including sustainability objectives (such as the projects offices), achievements by program end, the indicators used to measure progress towards achieving sustainability of these program elements; and prospects for post-grant sustainability.
 - Identification and description of the existence of any cost-recovery mechanisms, local level financing, and other approaches or activities towards generating resources to support program operations, the impact these have had on achieving program objectives, and their importance for post-grant sustainability.
3. Major implementation lessons learned:
- A review will be conducted of the major approaches used in the program, their effectiveness, and how their use was expanded or institutionalized.
4. Identification of new and lost opportunities:
- The evaluation will identify unforeseen program elements and approaches that might have led to new or lost opportunities to achieve program goals and objectives, including post-grant sustainability.
5. Recommendations:
- Recommendations, if any, will mainly relate to program approaches or methodology, sustainability, and future projects and activities.

B. Program Management

1. Assessment of the organization's management capacity (structure and quality of management as a result of this grant). One of the program's major objectives is to strengthen Salesian institutional capacity for development activities. The management assessment will target the following:
- Strategic Approach & Program Planning: The evaluation will assess the changes made in the Salesians' capacity for critical and analytic thinking regarding program design and impact, and whether or not:
 - the matching grant fostered analysis and self-evaluation in the country programs benefitting;
 - the Salesians, at both country level and Salesian Missions/Virginia, conducted periodic reviews of program personnel performance and taken requisite action as a result of the reviews;
 - the grant institutionalized performance monitoring and impact evaluation systems into other non-PVC grant funded programs of the Salesians;
 - the Salesians acted on the recommendations of the mid-term evaluation.

The evaluators will identify changes in the capacities of Salesian Missions/Virginia and the field offices to: (i) manage the planning process, program renewal, program design; (ii) address significant program issues of replicability, and sustainability; (iii) forecasting and strategic planning; (iv) organizational development; and (v)

use program results for U.S. public outreach activities.

- **Monitoring & Evaluation:** An assessment will be made of the capacity of Salesian Missions/Virginia and the targeted Salesian country programs to monitor program performance and measure impact. The evaluators will identify appropriate intervention-specific, capacity-building and sustainability objectives and indicators; baseline assessments and plans for final assessment; the knowledge and use of impact and performance measurement techniques: the use of an M.I.S. system to consolidate, analyze and interpret data; and lastly, how skills and capacity are transferred to local partners.
 - **Financial Management:** The evaluation will determine if adequate financial systems are in place to verify program revenue, operating and financial expenses, and other inputs/outputs.
 - The evaluation will determine if the program was able to leverage additional resources.
 - A determination will be made of the cost-effectiveness of the program.
 - **Information:** The evaluation will comment on the utility and timeliness of Salesian Missions reports, at headquarters and from the field. It will also identify if any public outreach activities were undertaken.
 - **Logistics:** An assessment will be made on the adequacy and timeliness of material inputs.
 - **Supervision:** An assessment will be made to determine if there was sufficient staff with appropriate technical and management skills, at both Salesian Missions/Virginia and in the field offices and demonstration projects.
 - **Human Resource Development:** The final evaluation will determine if Salesian Missions assessed and addressed staff training needs, and if the matching grant was able to strengthen the organization and local (field) partner professional or technical capacity.
2. Major lessons learned and management recommendations will be cited.

Report Preparation

At a minimum, the report of the evaluation will address the following points:

- Situation addressed by the grant.
- Assessment of how the program objectives in the grant were achieved.
- Program Management.
- Monitoring & Evaluation.
- Human Resource Development.
- Program Sustainability.
- Effectiveness and adequacy of the training programs and materials developed.
- Adequacy and timeliness of inputs.
- Successes and shortcoming of the grant.
- Lessons learned from implementing the grant.
- New and lost opportunities.
- Identification of follow-on activities that might be funded by donors.
- Recommendations, if any, for future projects and activities.

Additional points/questions may emerge from pre-evaluation discussions with Salesian Missions and in meetings with USAID at the time the evaluation is initiated.

The project directors of each demonstration project will make arrangements for the evaluator(s) to travel to the project

sites.

The directors of the model project offices, as well as the staff at the Office for International programs of the Salesian Missions/USA will make copies available of all relevant reports, documents, and correspondence.

Methodology

1. Examination of project files and reports available at the office of Salesian Missions/USA, the model provincial project offices in the Philippines, Ethiopia, Guatemala, and Haiti, and demonstration project sites in the Philippines, Ethiopia, Guatemala and Haiti.
2. Review of the history and the perceived successes and difficulties of the project with appropriate officials of USAID in Washington and in each of the countries mentioned above, as well as with the Salesian Missions officials.
3. Examination of training materials, manuals, guidelines, policy statements and any other materials related to the project and the achievement of its objectives.
4. Direct examination of selected project offices and demonstration projects.
5. Interviews with key project personnel on site, especially with directors and staff of model project offices, those of the demonstration projects, and with the director and staff of the Salesian Office for International Programs, Arlington, Virginia.
6. Examination of training records and follow-up on trainees.
7. Review of projects designed and funded.
8. Review steps taken to form and/or promote local foundations or other mechanisms to mobilize resources to provide long-term sustainability for the Salesians' works, and to help improve training programs and employment prospects of students and other youth helped by the Salesians.
9. Interviews with representative beneficiaries of the project: Salesian priests and brothers, sisters, and laymen, as well as with beneficiaries of the demonstration projects.

Reports

The Evaluation Report will be submitted in draft to Salesian Missions/USA about 14 days following completion of the review. Upon their review and comments on the draft, a final report will be prepared in five copies, two for the Office of Salesian Missions, and three copies for A.I.D./Washington.

The final report shall include, but is not limited to, the following sections:

- Executive Summary.
- Purpose of the Evaluation.
- Description of the Grant.
- Team Composition & Evaluation Methods.
- Findings.
- Conclusions & Recommendations.
- Lessons Learned.

- New Opportunities.

Work & Resource Requirements

It is anticipated that a total of about 69 person days will be needed to complete this evaluation. This includes:

- Three/four days at each demonstration project (18-24 days) and another three days (16 days) at each model provincial project office. There are three demonstration projects in the Philippines, and one each in the other three countries. This is estimated at 30 days.
- Five days for reviewing the Salesian Missions/USA records, and preparation of preliminary documents and interview questionnaires.
- Travel time: three days to and from Ethiopia and the Philippines, two days each for Guatemala and Haiti: total of 10 days.
- Nine days for drafting the report, consultations, editing, and production of the final report.

The Evaluation timetable is projected as follows:

- April 1999: Plan and initiate evaluation.
- Apr.-May 1999: Conduct the evaluation in Ethiopia, the Philippines, Guatemala and possibly Haiti.
- May 1999: Prepare the Draft Report.
- June 1999: Issue the Final Report

APPENDIX 2

Salesian Missions Previous and Current AID/USDA Funded Projects

Salesian Missions
Previous and Current A.I.D. - USDA Funded Projects

31. Upgrading and Expanding Agricultural Education III

City and Country: Cap Haitien, Haiti
Funding Agency: USDA, Food for Progress and 416(b)
Project Number: OGSM: FCC-521-9/370-00 and G-521-9/371-00
Duration: 3/17/99 - 3/16/01
Total Grant: \$1,700,000 (estimated value of commodities)

This grant furthers activities begun under Phase II & I (Nos. 29 and 26), but more clearly focuses on establishing a productive farm to grow crops for the local market first, then possibly for export. Funds from farm operations will be used to sustain the Fondation Vincent Agriculture School and other project activities to improve agricultural production, food supply, and farm income in Haiti.

30. Responding to the Emergency in the Conflict Zone of Meta, Colombia

City and Country: Bogotá, Colombia (for the project in Meta)
Funding Agency: USAID/BHR/OTI
Project Number: AOT-G-00-99-00032-00
Duration: 1/28/99 - 1/27/00
Total Grant: \$250,756

The purpose of this grant is to respond to decades of violence and neglect in the Department of Meta. The project will support the efforts of the Diocese of Ariari and the Church to work with those communities greatly affected by the conflict to identify and implement projects that respond to the communities immediate needs.

29. Upgrading and Expanding Agricultural Education II

City and Country: Cap Haitien, Haiti
Funding Agency: USDA, Food for Progress
Project Number: OGSM: FCC-521-8/257-00
Duration: 12/11/97 - 12/10/99
Total Grant: \$2,650,000 (estimated value of commodities)

This grant furthers activities begun under Phase I (No. 26), but more clearly focuses on establishing a productive farm to grow crops for the local market first, then possibly for export. Funds from farm operations will be used to sustain the Fondation Vincent Agriculture School and other project activities to improve agricultural production, food supply, and farm income in Haiti.

28. **Increase Farm Incomes and Self-sufficiency**

City and Country: Fuiloro, East Timor, Indonesia
Funding Agency: USAID/Indonesia
Project Number: 497-G-00-97-00021-00
Duration: 9/23/97 - 9/22/99
Total Grant: \$400,000

The purpose of this grant to the Salesian Missions is to increase further farm incomes and community self-sufficiency in the areas of Motara, Assalainu, Nanafoe, and Rasa, East Timor through an integrated, pilot assistance program provided by the Salesian Don Bosco Agricultural School in Fuiloro, East Timor.

27. **Promoting Justice and Peace in East Timor**

City and Country: East Timor, Indonesia
Funding Agency: USAID/Indonesia
Project Number: 497-G-00-97-00021-00
Duration: 9/23/97 - 9/22/00
Total Grant: \$240,000

The purpose of this grant to the Salesian Missions is to increase the effectiveness of the Commission for Justice and Peace to promote democratization in East Timor through civic education programs, dialogues among civilian leaders, government representatives and military authorities, monitoring human rights violations, pursuing legal remedies and networking activities with the Commission's branch offices and other local NGOs.

26. **Upgrading and Expanding Agricultural Education**

City and Country: Cap Haitien, Haiti
Funding Agency: USDA, Food for Progress
Project Number: OGSM: FCC-521-7/247-00
Duration: 7/28/97 - 7/27/99
Total Grant: \$2,000,000 (estimated value of commodities)

To expand the Fondation Vincent Agriculture School and establish a 300-hectare farm. The farm will produce foods for local markets, as well as winter vegetables for North American markets. Revenues from the farm will be used to finance future projects of Fondation Vincent in support of Salesian works in Haiti

25. **Education and Rehabilitation for Youth at Risk**

City and Country: Negombo, Sri Lanka
Funding Agency: USAID/Sri Lanka
Project Number: 383-G-00-97-00224-00
Duration: 4/1/97 - 6/30/00
Total Grant: \$286,815

To safeguard children in the Negombo fishing community from child prostitution and HIV/AIDS by conducting rehabilitation programs, providing auxiliary education, residential facilities, recreation and sports activities.

24. **Graphic Arts Workshop**

City and Country: Santo Domingo, Dominican Republic
Funding Agency: USAID/Dominican Republic
Project Number: 517-G-00-97-07026-00
Duration: 3/10/97 - 9/30/98
Total Grant: \$322,525

Grant to establish a Graphics Art Workshop to promote Youth Participation in the economic development of the Dominican Republic.

23. **Youth Participation through expansion Electronic School Fatumaca**

City and Country: East Timor, Indonesia
Funding Agency: USAID/Indonesia
Project Number: 497-0385-G-00-6028-00
Duration: 9/24/96 - 9/24/99
Total Grant: \$300,000

Grant to increase the effectiveness of the Salesian Missions to promote Youth Participation in the economic development of East Timor through the establishment of an Electronic School.

22. **Salesian Missions Strengthening of Emergency Primary Health Care and Delivery Services**

City and Country: Monrovia, Liberia
Funding Agency: AID/OFDA
Project Number: AOT-1005-G-00-5157-00
Duration: 7/14/95 - 6/30/96
Total Grant: \$134,572

Grant to improve emergency primary health care services in Liberia. USAID funds help finance short-term training for health care workers and laboratory technicians.

21. **Technical Vocational Training for Orphans and Poor Youth**

City and Country: Phnom Penh, Cambodia
Funding Agency: USAID/Cambodia
Project Number: 442-0112-G-00-5516-00
Duration: 7/11/95 - 6/30/00
Total Grant: \$1,100,000

This project will provide technical education facilities for poor or orphaned boys and girls to help rebuild the economy of Cambodia. Programs include tailoring, computer office skills, auto mechanics, machine shop, electrical, and printing. The project will also translate technical texts into Khmer and publish them for use by other technical schools in Cambodia.

20. **Strengthening Salesian Capacity to Manage Development Projects**

City and Country: U.S., Philippines, Guatemala, Ethiopia, Haiti
Funding Agency: AID/BHR/PVC
Project Number: FAO-0158-A-00-4025-00
Duration: 9/16/94 - 9/15/99
Total Grant: \$3,000,000

This Cooperative Agreement will help Salesian Missions establish Project Offices in four countries and provide training to associated Salesians in project design, funding, management, and evaluation. It will also fund five demonstration projects to improve technical education, advance economic development, and establish basic and technical training facilities to help poor children develop marketable skills.

19. **Fuiloro Agricultural School**

City and Country: Fuiloro, East Timor, Indonesia
Funding Agency: USAID/Indonesia
Project Number: 497-0364-G-00-4062-00
Duration: 8/25/94 - 8/24/97
Total Grant: \$350,000

This grant will provide agricultural equipment and outreach workers to introduce villagers currently using slash-and-burn agriculture to settled agriculture and increase their productivity.

18. **Lhanguene Orphanage and Training Center**

City and Country: Maputo, Mozambique
Funding Agency: USAID/Mozambique
Project Number: 656-0217-3-20094
Duration: 11/22/93 - 3/31/97
Total Grant: \$565,000

Under this grant, the Salesian community in Maputo will house and provide technical training to poor children, some of whom have been victims of the conflict in Mozambique.

17. **Ciudad de los Niños**

City and Country: Santa Ana, El Salvador
Funding Agency: USAID/El Salvador
Project Number: OPG-519-0410-G-00-3120-00
Duration: 7/7/93 - 6/30/97
Total Grant: \$505,000

This important program is to provide assistance and technical training to war orphans and displaced poor children in the Santa Ana area.

16. **Preparing Youth for Employment**

City and Country: Negombo, Sri Lanka
Funding Agency: USAID/Sri Lanka
Project Number: 383-0101-G-SS-3001-00
Duration: 11/1/92 - 7/31/96
Total Grant: \$513,862

This grant assists the Don Bosco Technical Centre in Negombo to offer technical training to youth as an alternative to possible prostitution. The program also includes AIDS prevention education for the community.

15. **Manzini Street Children Productivity Center**

City and Country: Manzini, Swaziland
Funding Agency: USAID/Swaziland
Project Number: 645-0240-G-SS-2012-00
Duration: 9/29/92 - 9/30/93
Total Grant: \$91,000

Grant support to increase the production capacity on the Eswatini Kitchen products factory and thereby increase funds for activities to support marginalized youth in Manzini Town.

14. **Integrated Development Program for Street Children in Metro Manila**

City and Country: Manila, Philippines
Funding Agency: USAID/Philippines
Project Number: AID-492-0419-G-SS-2197-00
Duration: 9/29/92 - 9/30/95
Total Grant: \$300,000

Grant support for an integrated program of care, personal formation and education for street children to enable them to become responsible and contributing members of society.

13. **Orphanages of East Timor (Phase III)**

City and Country: Indonesia
Funding Agency: USAID/Indonesia
Project Number: AID-497-0364-G-SS-1096-00
Duration: 9/16/91 - 3/31/96
Total Grant: \$944,990

Grant support to improve existing educational and training programs and initiate new ones for orphans in East Timor. The program also provides equipment and some institutional support for Salesian Orphanages there. Amendment 1 in November 1992 increased the funding by \$250,000 and extended the completion date. Amendment 2 in July, 1994 increased the funding by \$244,990 to build an orphanage in Laga and extended the completion date.

12. **Training and Development Program**

City and Country: Dumaguete City, Negros Oriental and Minglanilla, Cebu, Philippines
Funding Agency: USAID/Philippines
Project Number: AID-492-0419-G-SS-0135-00
Duration: 9/27/90 - 9/26/93
Total Grant: \$250,000

Grant support to vocational training programs at two Salesian centers to increase the employment prospects and income levels of poor women in Cebu and small farmers in Negros Oriental. The project also provided support for a short course in project design and management for Salesian religious and lay personnel.

11. **Non-Formal Vocational Education**

City and Country: Managua, Granada and Masatepe, Nicaragua
Funding Agency: USAID/Nicaragua
Project Number: AID-524-0310-G-00-0057-00
Duration: 10/1/90 - 3/31/93
Total Grant: \$1,700,000

Grant support to develop a program to provide non-formal vocational training and civic education to Nicaragua youth who lack job skills or who have lost a proper sense of civil and moral responsibility as a result of years of civil war.

10. **Salesian Orphans of East Timor (Phases I and II)**

City and Country: Los Palos, Venilale and Laga, East Timor, Indonesia
Funding Agency: USAID/Indonesia
Project Number: AID-497-0336-G-SS-9160-00
Duration: 9/29/89 - 3/31/92
Total Grant: \$773,282

Orphanage construction and equipping. (Special earmark for war orphans.)

9. **Cooperative Agreement for Institutional Development**

City and Country: U.S. - Projects in Papua New Guinea, India, Sri Lanka, Thailand and the Philippines.
Funding Agency: FHA/PVC
Project Number: OTR-0158-A-00-9078-00
Duration: 9/1/89 - 8/31/92
Total Grant: \$1,200,000

Grant Support under a cooperative agreement to improve the institutional capabilities of Salesians to do development work and to improve the impact, sustainability and leverage of Salesian development projects and activities.

8. **Natural Resource Conservation Center**

City and Country: Coronel Oviedo, Paraguay
Funding Agency: USAID/Paraguay
Project Number: AID-526-0616-G-SS-9002-00
Duration: 8/30/89 - 12/31/93
Total Grant: \$200,000

Establish a new natural resources conservation research and demonstration center for small farmers.

7. **Salesian Agricultural Education Center**

City and Country: Fuiloro, East Timor, Indonesia
Funding Agency: USAID/Indonesia
Project Number: AID-497-0336-G-SS-9128-00
Duration: 8/15/89 - 8/14/91
Total Grant: \$218,268

Tools, equipment, livestock, teaching materials and budget support to help establish a new agricultural high school.

6. **Post Graduate Support Program**

City and Country: Cebu, Philippines
Funding Agency: USAID/Philippines
Project Number: AID-492-0419-G-SS-9080-00
Duration: 8/9/89 - 1/9/92
Total Grant: \$68,000

Grant support for a placement program for graduates of Salesian training programs in Cebu which had previously received USAID/P support: Cebu jail, Boys' Home and Boys' Town.

5. **Technical School Program to Train Poor Youth for Employment**

City and Country: Bangkok, Thailand
Funding Agency: USAID/Thailand
Project Number: AID-493-0342-G-SS-8052-00
Duration: 8/1/88 - 12/31/91
Total Grant: \$177,000

General support to a technical high school to help graduates find employment, to upgrade workshops and to supplement teachers' salaries until new income-earning activities could increase general school earnings for self-sustainability.

4. **Reconstruction of the Ricaldone Technical School**

City and Country: San Salvador, El Salvador
Funding Agency: USAID/El Salvador
Project Number: AID-519-0344-G-00-7673-00
Duration: 8/21/87 - 3/14/89
Total Grant: \$1,100,000

Reconstruction of the main classroom building and equipping of an electronics workshop at a technical high school damaged by an earthquake in El Salvador.

3. **Institutional Development of the Carlos Pfannl Salesian Agricultural Institute**

City and Country: Coronel Oviedo, Paraguay
Funding Agency: USAID/Paraguay
Project Number: LAC-0616-A-00-6076-00
Duration: 9/15/86 - 5/31/90
Total Grant: \$400,000

Support to an agricultural high school to improve its management and administrative systems, revise curriculum, train teachers and develop income production.

2. **Institutional Strengthening Support of Salesian Missions**

City and Country: U.S. with subgrants in Bolivia, Lesotho, and Kenya
Funding Agency: FHA/PVC and USAID/Kenya (add-on)
Project Number: PDC-0281-A-00-6199-00
Duration: 9/1/86 - 12/31/92
Total Grant: \$665,000

Grant support to Salesian Missions to begin the process of PVO institutional strengthening through a variety of activities at both headquarters and overseas. Also includes a later add-on from USAID/Kenya for vocational education.

1. **Don Bosco Technical School, Port Moresby**

City and Country: Port Moresby, Papua New Guinea
Funding Agency: RDO/SP
Project Number: AID-879-0001-G-00-5009-00
Duration: 8/30/85 - 9/30/92
Total Grant: \$1,550,000

Grant funding for partial construction and equipping of a new technical high school in Port Moresby.

APPENDIX 3

Cooperative Agreement Logical Framework

LOGICAL FRAMEWORK

Narrative Summary (NS)	Measurable Indicators (OVI)	Means of Verification (MOV)	Important Assumptions
<p>Goal:</p> <p>1. Rescue and train poor and abandoned children so that they may become responsible productive adults and productive citizens</p>	<p>1.1 Poor and abandoned youth in Salesian support and technical training programs</p> <p>1.2 Poor youth graduated from Salesian programs to stable family situations, employment or higher education</p>	<p>1.1 Institutional records and EOP evaluation</p> <p>1.2 Institutional records, EOP evaluation and post-EOP follow-up surveys</p>	<p>1. Continuation of Salesian commitment to poor youth</p> <p>2. Continued donor agency interest in problems of poor youth</p> <p>3. Continued willingness of societies of developed countries to assist NGOs which assist poor youth</p>
<p>Purposes:</p> <p>1. Strengthen Salesian institutional capacity to design and implement development projects assisting poor youth</p> <p>2. Demonstrate and improve the effectiveness of Salesian programs to rescue abandoned children and provide technical training to out-of-school youth</p>	<p>1.1 Number and dollar volume of Salesian projects assisting poor youth</p> <p>1.2 Key development-related institutional systems developed & operational (PDIS, training, and foundations)</p> <p>1.3 Provincial project offices designing and implementing projects benefiting poor youth</p> <p>1.4 Poor youth receiving assistance from Salesian activities supported by development projects</p> <p>2.1 Field projects included in MG successfully implemented</p> <p>2.2 Successful projects replicated</p>	<p>1.1 Salesian PPO records and EOP evaluation</p> <p>1.2 EOP evaluation</p> <p>1.3 Salesian institution records & EOP evaluation</p> <p>2.1 SM project reports</p> <p>2.2 SM records & EOP Evaluation</p>	<p>1. Continuation of policies in donor organizations which support NGOs providing social services to disadvantaged youth</p> <p>2. Donor organizations do not make such extensive demands on NGOs that Salesians cannot comply</p> <p>3. Project financing received as planned</p>

LOGICAL FRAMEWORK

Narrative Summary (NS)	Measurable Indicators (OVI)	Means of Verification (MOV)	Important Assumptions
<p>Goal: 1. Rescue and train poor and abandoned children so that they may become responsible productive adults and productive citizens</p>	<p>1.1 Poor and abandoned youth in Salesian support and technical training programs 1.2 Poor youth graduated from Salesian programs to stable family situations, employment or higher education</p>	<p>1.1 Institutional records and EOP evaluation 1.2 Institutional records, EOP evaluation and post-EOP follow-up surveys</p>	<p>1. Continuation of Salesian commitment to poor youth 2. Continued donor agency interest in problems of poor youth 3. Continued willingness of societies of developed countries to assist NGOs which assist poor youth</p>
<p>Purposes: 1. Strengthen Salesian institutional capacity to design and implement development projects assisting poor youth 2. Demonstrate and improve the effectiveness of Salesian programs to rescue abandoned children and provide technical training to out-of-school youth</p>	<p>1.1 Number and dollar volume of Salesian projects assisting poor youth 1.2 Key development-related institutional systems developed & operational (PDIS, training, and foundations) 1.3 Provincial project offices designing and implementing projects benefiting poor youth 1.4 Poor youth receiving assistance from Salesian activities supported by development projects 2.1 Field projects included in MG successfully implemented 2.2 Successful projects replicated</p>	<p>1.1 Salesian PPO records and EOP evaluation 1.2 EOP evaluation 1.3 Salesian institution records & EOP evaluation 2.1 SM project reports 2.2 SM records & EOP Evaluation</p>	<p>1. Continuation of policies in donor organizations which support NGOs providing social services to disadvantaged youth 2. Donor organizations do not make such extensive demands on NGOs that Salesians cannot comply 3. Project financing received as planned</p>

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Narrative Summary (NS)	Measurable Indicators (OVI)	Means of Verification (MOV)	Important Assumptions
<p>Outputs:</p> <p>1. Salesian-relevant project design & implementation system (PDIS)</p> <p>2. Development training conducted</p> <p>3. Foundation development system</p> <p>4. Project offices utilizing PDIS, training, foundation systems and capable of producing projects</p>	<p>1.1 PDIS in use in project offices, training programs and SM operations</p> <p>2.1 Training contract(s) let 2.2 Training program approved 2.3 Training cycle completed</p> <p>3.1 Foundation package prepared & sent to project offices 3.2 Foundation unit incorporated in course 3.3 Foundation feasibility studies completed in key provinces</p> <p>4.1 Software installed 4.2 Full staff on board 4.3 Project proposals approved by donors 4.4 Projects implemented using PDIS</p>	<p>1.1 SM records, evaluation</p> <p>2.1 SM records, evaluation 2.2 SM records, evaluation 2.3 SM records</p> <p>3.1 SM records evaluation 3.2 Course materials, evaluation 3.3 SM records, evaluation</p> <p>4.1 SM records, evaluation 4.2 Province, SM records 4.3 Provincial & SM records, evaluation 4.4 Evaluation</p>	<p>1. Implementation of system development and effective operations and training program</p> <p>2. Avoidance of extensive delays in timing of donor support</p>
<p>Activities:</p> <p>1.1 Design PDIS 1.2 Collect & write Salesian development project experience 1.3 Select PDIS software & revise as required 1.4 Install PDIS in project offices 1.5 Incorporate PDIS in training course</p> <p>2.1 Develop training course curriculum 2.2 Prepare training course materials 2.3 Identify and train trainers 2.4 Establish classroom, lodging & other operational arrangements 2.5 Conduct pilot course 2.6 Conduct regular courses</p>	<p>1.1 PDIS designed 1.2 Materials written 1.3 Software procured 1.4 PDIS installed 1.5 PDIS training conducted</p> <p>2.1 Curriculum developed 2.2 Materials prepared 2.3 Trainers trained 2.4 Arrangement made 2.5 Pilot course conducted 2.6 Regular courses conducted</p>	<p>1. Progress reports Evaluation</p> <p>2. Progress reports Evaluation Faculty senate minutes</p>	

Narrative Summary (NS)	Measurable Indicators (OVI)	Means of Verification (MOV)	Important Assumptions
<p>3.1 Prepare foundations package including model charter, endowment trust, and promotional papers</p> <p>3.2 Incorporate foundations materials in course</p> <p>4.1 Support agreements with provincials & councils</p> <p>4.2 Establish budgets</p> <p>4.3 Assign/hire staff</p> <p>4.4 Train staff</p> <p>4.5 Install PDIS</p> <p>4.6 Conduct foundation feasibility study</p> <p>4.7 Identify outreach project</p> <p>5.1 Determine foundation feasibility</p> <p>5.2 Establish foundation & endowment funds</p> <p>5.3 Establish committees to offer guidance on job skill training programs and employment of graduates</p> <p>5.4 Establish data-gathering procedures on graduates</p> <p>5.6 Foundations assisting Salesian activities through support for development project operating costs, linkage of Salesian training programs to skills need and jobs, & engaging in policy dialogue on programs for poor and abandoned youth</p>	<p>3.1 Package prepared</p> <p>3.2 Materials used</p> <p>4.1 Agreements</p> <p>4.2 Budgets</p> <p>4.3 Staff hired</p> <p>4.4 Staff trained</p> <p>4.5 PDIS installed</p> <p>4.6 Studies conducted</p> <p>4.7 Projects identified</p> <p>5.1 Foundations established</p> <p>5.2 Committees established</p> <p>5.3 Data gathered</p> <p>5.4 Agenda developed</p> <p>5.6 Foundations legalized and in operation</p> <p>5.7 Regular consultation of private leaders with Salesians on vocational training program content, employment of graduates, and policy dialogue</p> <p>5.8 Funding provided for Salesian projects for poor youth</p> <p>5.9 Policy dialogue events recorded numbers trainees or persons receiving services</p>	<p>3. Progress reports evaluation</p> <p>4. Provincial records, Progress reports, Evaluation</p> <p>5. Progress reports, Evaluation</p> <p>5.6 Provincial & SM records</p> <p>5.7 Evaluation</p> <p>5.8 SM, provincial & donor records & evaluation</p> <p>5.9 Province records, evaluation</p>	<p>1. Determination of suitability/feasibility by Provincial Councils</p> <p>2. Existence of private sector interests capable of working with Salesians effectively</p>

Narrative Summary (NS)	Measurable Indicators (OVI)	Means of Verification (MOV)	Important Assumptions
<p>6. Design & implement projects helping poor youth in each key province</p> <p>7. Complete SM institutional strengthening</p> <p>8. Outreach Projects</p> <p>8.1 Ethiopia</p> <p>8.2 Philippines</p> <p>8.3 El Salvador</p> <p>8.4 Nicaragua</p> <p>8.5 Guatemala</p>	<p>6.1 Projects assisting poor youth designed, submitted to donors, & approved for financing</p> <p>6.2 Donor financed projects implemented with satisfactory performance experience</p> <p>6.3 Project impact indicators e.g. graduates employed; increase in numbers trainees or persons receiving services</p> <p>7.1 SM development project operations financed without AID/PVC support</p> <p>8. See project descriptions</p>	<p>6.1 Project office records, evaluation</p> <p>6.2 Project office records and evaluation</p> <p>7.1 SM records</p> <p>8. Provincial and SM records, Evaluation</p>	<p>3. Final approval of planned project funding levels by USAID and cooperating NGOs.</p>

APPENDIX 4

Site Visit Questions

SITE VISIT QUESTIONS*

ASSESSMENT OF THE GRANT'S ACHIEVEMENTS (GA):

1. **Establishment of four model project offices key Salesian provinces to provide professional design, implementation, training, and financial management of development projects.**

A. Questions for the Arlington/New Rochelle Offices

- 1) Describe the role your office plays with the field project offices.
- 2) What procedures were used to implement the project offices in the designated project sites?
- 3) How did the Arlington office provide support in the establishment of these project offices?
- 4) What problems were encountered during the implementation phase of these offices?
- 5) If problems were encountered, what steps were taken to resolve them?
- 6) Did this office assist in staff recruitment for project offices? Was this handled locally or did the VA office play a role?
- 7) How does the office provide financial management support to the project offices?
- 8) Does the office receive monthly, quarterly financial statements?
- 9) What role does this office play in providing management oversight and/or training to project offices?
- 10) Has the office provided formal training courses to the field?
- 11) What training materials have been developed for the field? How has the effectiveness of training been assessed?

B. Questions for the Project Office(s)

- 1) Describe the role the project office plays with the development project.
- 2) How did you go about establishing the project office?
- 3) What kind of support does the SM office in Arlington, VA provide?
- 4) What problems did you encounter during the implementation phase of the project offices?
- 5) If problems were encountered, what steps were taken to resolve them?
- 6) How did you recruit your staff? Was this handled locally or did the VA office play a role?
- 7) Is all financial management for the development projects handled here? What assistance, if any is provided by Arlington or New Rochelle offices?
- 8) Does the office provide monthly and/or quarterly financial statements?
- 9) Who provides management oversight and/or training to your project office? What is the nature of that oversight? Has the office provided formal management training

courses to your office staff?

- 10) What kind of training materials have been developed for running the project office? How has the effectiveness of this training been assessed?

2. Installation of “project development and implementation system” (PDIS) that meets USAID standards.

A. Questions for Arlington/New Rochelle Offices

- 1) Discuss the project management practices developed to assist in project development. What is the nature of these practices (e.g., software, manuals, etc.)?
- 2) What specific development and implementation issues has SM addressed during the grant?
- 3) What design process was in use by SM before the adoption of these practices?
- 4) How has this system improved performance and coordination at the program level? At the project level?
- 5) In what way do these practices comply with USAID standards and international standards? What are the most important features or critical variables of SM's practices/procedures?
- 6) What shortcomings of planning and implementation are in evidence, if any? What changes are anticipated to improve management the future?
- 7) What practices and standards have been institutionalized by Salesian Missions for it conducting its development activities?

B. Questions for Project Office(s)

- 1) Describe the PDIS that is in use by your office.
- 2) What is the nature of this system? Manuals, software, etc.
- 3) How has it improved your development of projects and their implementation?
- 4) What procedures were in use prior to the adoption of the PDIS?
- 5) Has the PDIS (in your opinion) brought the SM to the same level as other PVOs/NGOs?
- 6) After the matching grants is completed, will your office continue to use the PDIS?

3. Identification and implementation of demonstration projects addressing the needs of poor girls and boys in four countries.

A. Questions for Arlington/New Rochelle Offices

- 1) Did your office play any part in the identification of demonstration projects in the target countries?
- 2) Once demonstration projects were identified, did your office play a role in developing

budgets for implementation of the demonstration project?

- 3) What procedures were in place to validate proposed demonstration projects, the appropriateness of their design and the resources requested?

B. Questions for Project Office(s)

- 1) Describe the process used to identify and design demonstration projects targeted to the needs of poor girls and boys in your country.
 - 2) Were needs assessments conducted to validate the scope of these issues as part of the project design process?
 - 3) What were the critical variables identified for selecting a target population of beneficiaries?
 - 4) What types of assistance in these efforts were provided by the offices in either New Rochelle or Arlington, VA?
- 4. Development of a training program that will be practical and useful to Salesians for their work—circa 200 trainees to be trained over five years to continue project management.**

A. Questions for Arlington/New Rochelle Offices

- 1) Describe how your office is involved in training activities.
- 2) What types of training programs have been developed? At the program level? At the project level?
- 3) What role does your office play in assessing the effectiveness of these training efforts?
- 4) How have participants benefited from their training? What are the sources of this information?
- 5) How has training improved various aspects of project management and operations?
- 6) What types of documentation does the office receive and/or require monitoring training activities?

B. Questions for Project Office(s)

- 1) Please discuss the range of training activities that your office has carried out.
- 2) Have all of these activities been consistent with the project design?
- 3) Provide the evaluators with samples of training materials (course outlines, manuals, etc.)
- 4) How are these training activities evaluated? Do you conduct follow-up reviews of your training to gauge the overall effectiveness of training? Has this resulted in any modifications to your training programs?
- 5) What types of documents are available documenting training effectiveness.
- 6) Does your office coordinate training activities with the SM offices in the US?

7) What kinds of reports on training outcomes are transferred to aforementioned offices?

5. Implementation of local foundations or mechanisms providing; a) guidance to Salesian schools on needs for skills and content of training programs, b) job opportunities, c) funding, and d) participation in policy dialogue on matters relating to poor youth and street children.

A. Questions for Arlington/New Rochelle Offices

1) How has your office participated in the devising and implementing local mechanisms in providing guidance to Salesian schools on training content, identifying job opportunities, providing funding, overall policy issues.

B. Questions for Salesians Office in Rome, Italy

- 1) Please discuss the Salesians policies on its programs assisting poor youth and street children.
- 2) Are these policies the same for Salesian Brothers and Salesian Sisters?
- 3) What are the differences, if any, in program development and participation between the Brothers and the Sisters? Please elaborate.
- 4) What role does your office play in providing overall guidance to development projects regarding the design of training program?

C. Questions for Project Office(s)

- 1) Describe the process of determining what skills and/or information content are incorporated into your training activities. How relevant is this training to local needs?
- 2) Is it important that these activities be linked to potential job opportunities?
- 3) What types of information or sources of data are used to determine employment needs?
- 4) Provide examples of budget projections for training activities and subsequent funding.
- 5) What documents are available that discuss or address local issues regarding poor youth and/or street children?

6. Continuation of institutional strengthening of Salesian Missions as guided by the Project Management staff in Rosslyn, VA and respective project offices.

A. Questions for Arlington/New Rochelle Offices

- 1) What procedures or practices has the office introduced that have strengthened the management and operation of the Salesian Mission programs and/or projects? Please list.

- 2) What documents or materials are available to demonstrate increased institutional strengthening of the Salesian Missions viz. management, operations, funding, etc.?

B. Questions for Salesians Office in Rome, Italy

- 1) How has the creation of an Office for Government Programs improved or strengthened the Salesian Missions operations? How related to the Provincial Offices?
- 2) What procedures are likely to be continued, that is, institutionalized in the management of Salesian Mission programs?

C. Questions for Project Office(s)

- 1) What procedures or practices has the Office for Government Programs in Virginia introduced that have strengthened the management and operation of project offices? Please list.
- 2) Are the materials or procedure manuals that document the assistance provided your office for improving project design, implementation, and overall management? Please provide.

DETERMINE WHETHER THE MATCHING GRANT IMPROVED THE EFFECTIVENESS OF SALESIAN PROGRAMS (EF):

A. Questions for Arlington Office/New Rochelle, NY

General—

- 1) How has the 1994 matching grant strengthened the ability of SM to improve their management of economic development projects?
- 2) What improvements were made with the 1986 and 1989 grants in contrast to the 94 grant?
- 3) Has the grant assisted the SM in its efforts to work with other PVOs or NGOs?
- 4) How has the grant assisted SM in the mobilization of resources for sustaining project activities?

Relevance of Grant Activities—

- 1) Were the projects and demonstration projects consistent with the goals identified in the original proposal?
- 2) Discuss any changes or adjustments made over the life of the grant and the basis for why the changes were made.

Efficiency—

- 1) What is the cost per unit of output (persons trained, beneficiaries served, etc)?
- 2) How does the office define efficiency in terms of a "unit of output?"

- 3) What documents or reports are available for addressing efficiency? At what level?

Impact--

- 1) How does your office measure the impact of the SM program? Of a given project?
- 2) Does the office make a distinction between direct beneficiaries and indirect beneficiaries?
- 3) Are beneficiaries differentiated by gender?

Sustainability--

- 1) What operational definition is employed for assessing "sustainability" at the program level?
- 2) At the project level?
- 3) How sustainable are the current SM programs once the matching grant concludes?

B. Questions for the Salesians Office in Rome, Italy

- 1) How has the 1994 matching grant strengthened the ability of SM to improve the management of economic development projects?
- 2) Have all of the project activities been relevant with respect to Salesian policies?
- 3) Are program/project activities now more efficient than they were before the implementation of the matching grant?
- 4) What has/have been the most significant impact(s) of the matching grant to the SM capacity to manage economic development projects?
- 5) Do you consider the organizational changes made in SM management capacity to be sustainable? If so, do you believe the SM ability to sustain its projects has been strengthened?

C. Questions for Project Office(s)

Relevance of Grant Activities--

- 1) Were the demonstration projects consistent with the goals identified in the original proposal?
- 2) Discuss any changes or adjustments made over the life of the grant and the basis for why the changes were made.

Efficiency at the Project Level--

- 1) What is the cost per unit of output (persons trained, beneficiaries served, etc)?
- 2) How does measure efficiency in terms of a "unit of output" for the project?
- 3) What documents or reports are available that documents efficiency?

Impact--

- 1) How does your office measure the impact of the SM project? Of a given sub-project?
- 2) Does the office make a distinction between direct beneficiaries and indirect beneficiaries?
- 3) Are beneficiaries differentiated by gender?

Sustainability—

- 1) How sustainable is your project in terms of generating other resources or revenues for continuing the project once the matching grant is completed?
- 2) When did the project begin its efforts to sustain itself?
- 3) Were these efforts part of the original project design?

* The site visit questions have incorporated a number of queries to be asked of respondents at different institutional and organizational levels addressing USAID's Office of Private and Voluntary Cooperation strategic objective (SO) and intermediate results (IRs) that are listed below:

PVC's SO calls for the promotion of "increased capability of PVC's PVO partners to achieve sustainable service delivery." The subsequent IRs call for:

- Improved the operational and technical capacity of PVCs grantees
- Strengthened partnerships between USAID and US PVOs
- Strengthened partnership between US PVOs and local NGOs
- Improved mobilization of resources by PVC's PVO partners
- US public awareness raised

Source: FY 97 and FY 98 Results Review

APPENDIX 5
Evaluation Schedule

SALESIAN MATCHING GRANT EVALUATION SCHEDULE

1.	SOW Approved	Week 1	4/19/99
2.	Meet with Evaluation CTO/PVC staff	Week 1	4/20/99
3.	Review Salesian documents etc.	Wks 2-3	4/26-5/7/99
4.	Submit draft workplan and questions	Week 3	5/07/99
5.	Conduct interviews with Salesian office staff	Week 4	5/11-53/99
6.	Revise/complete workplan questions	Week 4	5/14/99
7.	Site visit to Guatemala (Millsap)	Wks 5-6	5/15-25/99
8.	Site visit to Philippines (Pruzensky)	Wks 5-6	5/15-29/99
9.	Site visit to Rome/Ethiopia (Millsap)	Wks 6-7	5/29-6/5/99
10.	Site visit to New Rochelle/Haiti (Pruzensky)	Week 7	5/30-6/5/99
11.	Prepare Draft Evaluation Report	Wks 8-10	6/10-6/25/99
12.	Submit Draft Evaluation Report to CTO	Week 11	6/28/99
13.	PVC reviews and returns comments to team	Wks 11-13	6/28-7/19/99
14.	Evaluation team revises and submits final report	Week 15	8/2/99

APPENDIX 6

Persons Interviewed

**PERSONS INTERVIEWED
FOR THE
SALESIAN MISSIONS FINAL EVALUATION**

PERSONS CONTACTED AT SALESIAN MISSIONS-ARLINGTON, VA.

Drs. Millsap and Pruzensky interviewed all of key Salesian staff associated with the Matching Grant prior to conducting any field site visits. These interviews (May 11-14) were crucial in bringing the Evaluation Team up to date on individual country activities as well as providing insights from the working relationships established by the Project Officers with local project personnel.

Mr. John Burke: Program Officer (PO) for the Andean Region for South America; formerly served as the PO for Central America.

Mr. Robert L. Chamberlain: Administer of SM Surplus Property program; former PO for Ethiopia.

Mr. Lawrence Marinelli: Project Officer for the Philippines and Haiti (Philippines now being handled by Mr. Mills).

Mr. Abrey F. Mills: Director of Salesian Mission, Office of Government Programs as well as the PO for Asia.

Peter J. Reitz: Program Officer for Central America and Africa.

PERSONS CONTACTED IN GUATEMALA

Dr. William Millsap traveled to Guatemala from May 15-24, 1999 to inspect the Project Office in Guatemala City, and the training facilities in San Pedro Carcha in the Department of Alta Verapaz. The following key individuals were interviewed in conjunction with conducting the final evaluation for the Matching Grant.

Father Alvaro Bolanos: Manager of Salesian projects in Chisec, Alta Verapaz Province.

Arq. Salvador Canjura H.: Regional Coordinator for the Salesians Central American Office for Development Projects (OPSALCA).

Lic. Julio David Castellanos H.: former Regional Coordinator for the Salesians Central American Office for Development Projects (OPSALCA); currently working as a part-time management consultant on the project.

Wende DuFlan/ USAID: Program Manager for Education Projects in Guatemala.

Otoniel Gamboa Javier: General Manager of the Talita Kumi Center in San Pedro Carcha.

Father P. Isidro Gonzalez: Economer for the Salesians Central American Province.

Father George Puthenpura: Director of the Talita Kumi Center, San Pedro Carcha.

Lic. Juan Francisco Romero M.: Director of Salesian Projects in Guatemala.

Brian D. Rudert/USAID: Program Manager for SO4 programs in Guatemala and Central America.

Carlos Antonio Wellman Juarez: Coordinator Don Bosco Education Center, San Pedro Carcha.

PERSONS CONTACTED IN ETHIOPIA

Dr. William Millsap traveled to Ethiopia from June 2-5 to interview Project Office personnel, review financial documents and other materials relevant to the project. Due to the current border conflict with Eritrea, permission was denied for visiting the development project in Adwa near the frontier. All interviews were conducted in the Project Office in Addis Ababa; the persons interviewed are as follows:

Brother Cesare Bullo: Executive Director of the SM Project Office in Addis Ababa as well as the Provincial Economer for northern Ethiopia.

Alemseged Berhane: Project Officer for assorted SM projects; very involved with Adwa and Needy Children projects.

Girma Dawid: Customs and Shipping Manager.

Mr. Kevin Mullally/USAID: Humanitarian and Institutional Development Officer.

Father Mario Robustellini: Salesian Novice Training Manager.

Father Alfred Roca: Salesian Provincial for the northern Ethiopian Province.

Mr. Karl Swartz/USAID: Acting Director for the USAID Mission in Ethiopia.

Meaza Tesfagiorgis: Project Manager; formerally the Project Computer Manager.

Suzi Tesfagiorgis: Project Accountant.

Mebrat Tareke: Coordinator for the Needy Childrens' Program.

PERSONS CONTACTED IN HAITI

Dr. Pruzensky visited Haiti between May 31 through June 3, 1999 to review documents and interview key persons associated with the Matching Grant. Persons interviewed were as follows:

Father Jacques Charles: Salesian Executive Director of the Fondation Vincent pour l'Agriculture, a civil Engineer, and Director, Projects Office.

André Abel: Project Officer, Salesian Project Office.

Joseph Montas Mervilus: Assistant Agronomist (part-time CARDI consultant), and a teacher at the Agricultural School.

Rony Aurelien: Accountant, FVA/Project Office.

Father Ange Oliberice, SDB: Economer, Salesian Province of Haiti.

PERSONS CONTACTED IN THE PHILIPPINES

Dr. William Pruzensky traveled to the Philippines to inspect training facilities, the Project Office, and to review documentation available at the project sites. This travel took place May 16-28, 1999. Key persons interviewed for the Final Evaluation were the following:

Brother Louis Parolin, SDB: Technical Director for the Northern Province, and Director of the Don Bosco Training Center in Makati.

Father George Militante, SDB: Southern Province Economer, and Director of the Project Office.

Sister Marivic P. Sta. Ana, FMA: Director of the FMA Projects Office.

Gerardo A. Porta: Project Management Specialist, OPG, USAID/Manila.

Petronila Entendez: Finance Officer for the Luzon demonstration project.

Rona Palma: In charge of Northern Salesian Province projects.

Ofelina Castell: Northern Province Direct Mail Director.

Manual Edemia: Ilo-Ilo Training Center Project Officer.

Floramae Figuracion: Project Officer, Southern Province Project Office.

Sister Bing, FMA: Project Office, Salesian Sisters, Manila.

Father Francis de Meulenaere, SDB: Don Bosco Boys' Home, Cebu.

Sister Anni Saligumbo, FMA: Minglanilla Training Center, Cebu.

Sister Socorro Retardo, FMA: Minglanilla Training Center, Cebu

Jesus "Jinn" Romero: Placement Officer, Makati.

Father Rodolfo San Pedro, SDB: Tondo Training Center.

Margarita Catig: Tondo Training Center

PERSONS CONTACTED AT SALESIAN MISSIONS-NEW ROCHELLE/NY

On his way back from Haiti, Dr. Pruzensky visited New Rochelle, New York on June 4, 1999 to review financial documents at the Salesian Missions Headquarters and to interview key personnel on management issues. Interviews were held with the following individuals:

Father Patrick Diver, SDB: Director, Salesian Missions Headquarters, New Rochelle.

Roy Wean: Finance Officer.

PERSONS CONTACTED AT SALESIAN MISSIONS-ROME, ITALY

Salesian Sisters/Rome

Sister Candida Aspesi: Economer General for the Salesian Sisters.

Sister Rosangela Giorgi: Salesian Sisters Recruitment and Public Affairs.

Sister Teresa Joseph: Assistant to Sister Giorgi; provided translation services.

Salesian Brothers/Rome

Father Don C. Bigault: General Manager for Salesian Administration.

Father Pascual Chavez: General Superior for Latin America.

APPENDIX 7

SM Support for Salesian Sisters

Salesian Missions USA
Office for International Programs

Support for Salesian Sisters

While the Office for International (formerly Government) Programs is part of Salesian Missions USA, an SDB organization, we have tried to assist Sisters' projects in developing countries as well. When we travel to a country to develop projects, we generally try to include the Sisters in whatever projects are designed and presented to governments or foundations for funding.

To some extent, this is a matter of necessity, as government donors generally consider gender equity to be important and programs for girls and women receive a high priority. However, it is also because the projects of the Sisters deserve support where they are directed at helping the poor, especially children.

We have had some difficulties in working with the Sisters, especially if the allocation of funding is not clear at the beginning and the funds go first to the Salesians. This happened in Nicaragua where the Sisters received about \$300,000 of a \$1.7 million USAID grant. However, we still work with the Sisters there and have recently designed a project with them to train health workers for rural areas which was presented to the W. K. Kellogg Foundation.

We have good working relations with the Sisters' Province in the Philippines, where we got a USAID grant of \$300,000 for their Street Children project. They subsequently set up a project development office and got a \$1.0 million grant from USAID to help build a school in Mabalacat for Eurasian/mixed race children. We also have helped the Sisters' school in Minglanilla, Cebu with a program of vocational training for poor girls. This was started with a USAID grant of about \$100,000 under the Training and Development Program from 1990-93 and continued from 1994-99 under an A.I.D. Matching Grant where they got \$202,000.

We are also working closely with the Sisters in Cambodia, where we have obtained USAID grants of \$430,000 for the schools at Teuk Thla and Toul Kork and expect to receive another \$150,000 this year.

In East Timor we had a USAID grant for a \$770,000 project to fund orphanages which went partly to the Sisters at Venilale. Another project got \$245,000 to build an orphanage at Laga run by the Sisters.

We obtained a USAID grant of \$135,000 to train primary health care workers in Liberia at a Sisters' school, but this had to be curtailed because of the civil war.

Where it is possible, we have tried to get the Sisters involved in Project Offices we have started. This worked to some extent in the Philippines, but they have preferred to have their own office. We have trained a number of Sisters in project design and management and proposal writing at courses conducted there, including the last three Provincials. Sisters have also been trained at other courses held in Chile, Guatemala, Ethiopia, and Kenya.

The Project Office in Ethiopia funded in part by a USAID grant also supports Sisters' projects. The Office begun in Haiti got some grants for the Sisters, but has now closed. We may try to re-start it as funds become available.

We continue to look for opportunities to support and work with the Salesian Sisters and have proposed a grant to USAID which would fund a Project Office in Honduras exclusively for the Sisters. We have also included them in the Project Offices in Bolivia and Zambia in that proposal. We hope it will be funded this year or next.

APPENDIX 8

ETHIOPIA

Ethiopia: Annex A – Sample Grant Proposal

Grant Proposal

Submitted to:

WORLD ORT UNION

1 rue de Varembe, 1211 Geneva 20.

Switzerland

Attention: Simon Feldman, Director

Proposed Project

Training Towards Hope

Submitted by:

Salesians of Don Bosco

P. O. Box 531
Addis Abeba, Ethiopia

Contact:

Brother Cesare Bullo

Tel: 251 1 65 08 76

Fax: 251 1 65 35 39

E-mail: [sdbethaa @ telecom.net](mailto:sdbethaa@telecom.net).

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Executive Summary

Project Title

Training Towards Hope

Contact Title

Brother Cesare Bullo, Salesians of Don Bosco Executive Director.

Proposal Submitted By

The Salesians of Don Bosco

Problem Statement

Young men and women are trapped in poverty without opportunities to attend school.

Mission Statement

Train young men and women ages 16-20 living in the Wereda 23, Addis Abeba, in a specific Vocational skills including building construction, machine technology, and auto-mechanics.

Project Synopsis

The target group for the project consist of young men and women who are from socially and economically disadvantaged poor and displaced families. The target groups will be provided training in a specific skills for nine months which will qualify them for a certificate.

Results

A total of 90 young men and women will be trained every year. At the end of the training course, the project expects that 95% of the trained young men and women will find employment.

The Request of WORLD ORT UNION

The project request is US\$ 1,075,041.00 and it is for establishing a vocational training center, purchase of machinery's and the running cost of to the development staff.

PROJECT SUMMARY

Young men and women in Wereda 23, Addis Abeba, and the surrounding areas, ages 16-20 will be given skills which will enable them to find employment in Ethiopia's emerging economy or create jobs for themselves through a variety of self-employment possibilities.

The SDB Training towards Hope Project will provide a course of nine months duration in specific skills including building technology, general mechanics and automotive technology.

The young men and women who are the direct beneficiaries of the project are from socially and economically disadvantaged poor families. Due to their deprived economic situation, most of the participants have not had the opportunity to go to school or were forced to drop out.

It is crucial that these young men and women acquire modern vocational skills, which will enable them to find jobs resulting in a steady income. Through employment the participants will be able to solve many of the problems they face now resulting from their unemployable status.

In order to address the employment needs of the young men and women, the Salesians are establishing a vocational training center at Wereda 23, Addis Abeba. Curriculum is being focused on teaching skills for which there are jobs, and which meet the standards for vocational training of the Ministry of Education. The machinery required for the center will be identified and ordered from abroad. Skilled personnel who know the building and mechanical requirements for which there are jobs within these three disciplines will be hired to provide the training. The program provides young men and women the basic skills to improve themselves and their communities. Ninety (90) young men and women will be given the skills they need to become productive members of society. At the end of the training course, it is expected that 95% of the trainees will immediately find a job.

Currently, not enough young women are prepared to enter into technical training in numbers which equal to their male counterpart. This is due to traditions which have not supported girls education adequately. The project intends to increase women's enrollment to 30% within the first 3 years of operation.

TRAINING TOWARDS HOPE

INTRODUCTION

The Salesians of Don Bosco is a religious congregation belonging to the Catholic Church. It is a Congregation founded by St. John Bosco and is composed of Priests, Brothers and Sisters. The Salesians of Don Bosco entered Ethiopia in 1975 and settled initially in Makalle some 800 kms. from the capital Addis Abeba. At present, the Salesians of Don Bosco have established educational and social centers in many part of the country.

Training Towards Hope

Problem Statement

Children are trapped in poverty without opportunities to attend school.

Over the last five years the population of Addis Abeba has grown from one 1.5 million to more than 2.5 million people. Due to 17 years of war coupled with years of drought and famine, families abandoned their rural villages in the hope of finding relief assistance and work in the large capital city. On arrival they discover that they lack skills to find employment and with the skills they have cannot earn enough to meet their most basic needs. The government cannot provide enough schools to accommodate this increasing population.

Government statistics indicate that 40% of the people of Addis Abeba are without jobs. The project location is a squatter community of 2x3 meter tents which each house 8 people. Many of the people live in the area are infected with Hansen's disease (leprosy). They beg and work as day laborers to survive.

Due to their poverty, they cannot afford to pay for the required school supplies and therefore never attend schools. Lacking the opportunity to attend schools, they are forever trapped in a vicious circle of poverty and eventually parent children as deprived as themselves.

Children who cannot attend school begin roaming the streets hoping to find sustenance. Current statistics show that there are 40,000 street children in Addis Abeba not counting those who remain with their families in crowded shelters. Both the government and the community express alarm at the rapid increase in the number of street children.

The SDB Training for Hope Project can provide both formal education and vocational training for young men and women ages 16-20

PROJECT DESCRIPTION

Mission

The SDB Training Towards Hope Project targets groups of young men and women who lack sufficient skills to find adequate employment to provide for their basic needs. The primary reason for starting a vocational school is to train young men and women ages 16-20 living in the Wereda 23, Addis Ababa, in specific vocational skills including building construction, machine technology, and automotive mechanics.

Major Steps

- I Construction: Four Buildings
 - A Building Construction Work Shop
 - A Machine Technology Work Shop
 - An Automotive Mechanics Workshop
 - An Academic Classroom and Administrative Offices
- I. Furnish and Equip Work Shops, Classroom, Administrative Offices
- II. Curriculum Development
- III. Teachers
- IV. Teaching Materials and Supplies

Major Activities

- I. Construction
 - A. Decide Construction Designs
 - B. Select Building Contractor
 - C. Supervise Contractor
 - D. Ensure Construction completed on time and according to specifications.
- II. Furnish and Equip Work Shops, Classroom, Administrative Offices
 - A. Select furniture, machinery, office equipment
 - B. Order furniture, machinery, office equipment
 - C. Install furniture, machinery, office equipment
- III. Curriculum Development
 - A. Establish curricula to meet Ministry of Education standards.
 - B. Access special needs of local students.
 - C. Prepare plans for each program and class.
- IV. Teachers
 - A. Set Qualifications, Standards, Job Descriptions
 - B. Decide on areas of specialty
 - C. Recruitment, Selection, Orientation of Faculty
- V. Teaching Materials and Supplies
 - A. Identify and Order Needed Books, Supplies, Study Aids
 - B. Distribute or Install

Key Personnel

Having constructed and launched the formal education program, the Salesians leadership will initiate the construction and establishment of the vocational school. Brother Cesare Bullo will coordinate the SDB Training Towards Hope project and the Director of Vocational Education will be Father Mario Robustellini. A school council that will include parents of students, teachers, and community members will oversee the Salesians of Don Bosco Training for Hope Project.

PLAN OF ACTION GOALS AND OBJECTIVES

Goals and Objectives

Do what?	Using what general approach?	By when?	For how many and/or by how much?	With what result?
Signing project agreement	Writing project proposal and consultation with various offices	Six months before the start of the project	Ministry of Education	Approval granted to the project to start
Construction of -classroom -workshop -workshop -workshop	Building contractor	Workshop 8 months Classrooms 8 months workshop 17 months workshop 17 months	Workshop 50x20, classrooms 24x12.	Ministry of construction certify.
Furnish & equip workshops & classrooms	Identify and order machines, furniture and equipment.	2 months after building completes		Able to start the first course in building trade.
Curriculum development	Study the standard of the Ministry of Education. Assess student needs	Six months during construction	Meet Ministry of Education standard and practical needs of students	Approval of the curriculum by the Ministry of Education.
Staffing	Requirements Recruitment Qualification Interviews Selection Orientation	2 months during construction. The remaining staff will be recruited by the 20 months of the Project	1 Director 4 Instructors 3 Ass.Instructor 6 Teachers 1 Secretary 6 Guards 1 Driver 1 Janitor	Teachers and instructors are qualified to train students and under contract
Provide teaching materials and supplies	Identify and order teaching materials and supplies	By the eight months of the project	Enough for the building, mechanics and automotive Technology courses & academic subjects	Meet students need and use them appropriately

Ethiopia: Annex B - Project Financial Records

BUDGET

Description	Requested amount	Salesians of Don Bosco	Partner share Local contribution	Project total
Development staff				
Director		2,571.00		2,571.00
Assistance Director	1,714.00			1,714.00
Program officer	1,714.00			1,714.00
Instructors	16,457.00			16,457.00
Assistance instructors	9,257.00			9,257.00
Teachers	8,228.00			8,228.00
Accountant	1,714.00			1,714.00
Secretary	2,742.00			2,742.00
Driver	1,371.00			1,371.00
Janitors	857.00			857.00
Guards	685.00			685.00
Construction				
Land value			3,428,571.00	3,428,571.00
3 workshops of 50x20	280,000.00			280,000.00
Block of classrooms	90,000.00			90,000.00
8 Toilets of 12x6	30,000.00			30,000.00
Machinery's For three workshop	470,000.00			470,000.00
School supplies	60,000.00			60,000.00
Administrative cost				
Fax, telephone and postage	857.00			857.00
Stationary	1714.00			1714.00
Sub totals	977,310.00	2571.00	3,428,571.00	4,408,452.00
Indirect cost 10%	97,731.00			97,731.00
Totals	1,075,041.00	2571.00	3,428,571.00	4,506,183.00

* All figures are in US\$

Budget Analysis

as of March 1999

Project No. FAO-0158-A-00-4025-00 Salesian Mission /USAID Matching Grant
 Project Title Strengthening Salesian Capacity to Manage Economic Development

Description		USAID contribution in USD			SDB contribution in USD		
		Budget	Actual Expenditure	Balance	Budget	Actual Expenditure	Balance
Salaries	code 001	81,000			80,300		
	Year I		27,998		10,520		
	Year II		25,023		27,598		
	Year III		18,686		38,360		
	Year IV		15,910		36,029		
	Year V(Oct -Dec)		3,738		8,637		
	Year V(Jan -Mar)		3,840		8,240		
	Total 001		95,195	(14,195)	129,384		(49,084)
Travel/Fringe Benef.	code 002/003	27,000			42,060		
	Year I		10,076		4,608		
	Year II		5,978		10,067		
	Year III		7,602		15,426		
	Year IV		7,929		11,280		
	Year V(Oct -Dec)		939		3,636		
	Year V(Jan -Mar)		915		3,341		
	Total 002/003		33,439	(6,439)	48,358		(6,298)
Supplies	code 004	17,000			27,000		
	Year I		9,387		19,192		
	Year II		6,684		34,935		
	Year III		484		40,322		
	Year IV		3,008		15,199		
	Year V(Oct -Dec)		1,470		10,397		
	Year V(Jan -Mar)		1,270		1,592		
	Total 004		22,303	(5,303)	121,637		(94,637)
Personnel Training	code 006	200,000			-		
	Year I		14,394		-		
	Year II		10,268		-		
	Year III		52,852		-		
	Year IV		71,490		-		
	Year V(Oct -Dec)		32,274		-		
	Year V(Jan.-Mar)				-		
	Total 006		181,278	18,722	-		-
Adwa Subcontract	code 007	100,000			297,000		
	Year I		-		-		
	Year II		-		-		
	Year III		100,890		271,687		
	Year IV		-		53,220		
	Total 007		100,890	(890)	324,907		(27,907)
	Grand Total	425,000	433,105	(8,105)	446,360	624,286	(177,926)
03-10-98	Additional Fund	21,000					
09-03-99	Additional Fund	42,000			62,000		
	BALANCE	488,000	433,105	54,895	508,360	624,286	(115,926)

Details of Expenses for the Month of February 1999

Project No: FAO-0158-A-00-4025-00 Salesians Missions/USAID Matching Grant
 Project Title: Strengthening Salesian Capacity to Manage Economic Development Projects

Date	Acc.No	Reference	Description	USAID	SDB
02 02 99	004	M & M Trans Afric. Pvt. Ltd. Co.	Thermal Fuse - Xerox machine	378	
02 02 99	003	Agip	Fuel (2-41164)		308
02 02 99	003	Agip	Fuel (2-41190)	134	
02 02 99	004	Ethiopian Tele. Corpo.	Internet Fee for the month Nov 98		620
02 02 99	003	Bekele Tucho Jotie	Battery & Acid (2-00475)		650
03 02 99	003	Beletu Yilma Auto Spare Parts	Spare Parts (2-00475)		143
04 02 99	004	M & M Trans Afric Pvt Ltd Co	Service Charge - Xerox machine	225	
05 02 99	003	Agip	Fuel (2-00475)		150
06 02 99	003	Agip	Fuel (2-41164)		50
08 02 99	003	Agip	Fuel (2-00475)		140
08 02 99	003	Hana Spare Parts	Spare Parts (2-00475)		485
08 02 99	004	Roman Kebede	News Paper	127	
09 02 99	004	M & M Trans Afric. Pvt. Ltd. Co.	Service Charge - Xerox machine	1,121	
10 02 99	003	Agip	Fuel (2-00475)		150
10 02 99	004	Concat Pv. T. Ltd. Co.	Fuse for IBM Printer	1,250	
11 02 99	003	Agip	Fuel (2-29937)	221	
11 02 99	003	Rehma Auto Parts	Service & Spare Parts (2-29937)		9,420
11 02 99	003	Agip	Fuel (2-41190)	144	
15 02 99	003	Agip	Fuel (2-41190)	286	
15 02 99	003	Agip	Fuel for Generator		740
15 02 99	003	Berhan Pvt. Ltd. Co.	Spare Part (2-41190)	1,410	
16 02 99	004	EEPC	Electric bill for the month of Dec.98		733
17 02 99	003	Agip	Fuel (2-41190)	136	
20 02 99	003	Teferra Dagne	Car repair (2-29937)		3,289
20 02 99	004	DHL	Mail Service		279
22 02 99	003	Agip	Fuel (2-00475)		150
22 02 99	003	Agip	Fuel (2-29937)	150	
23 02 99	004	Electrommercial S. C.	Stationery	120	
23 02 99	003	Agip	Fuel (2-41190)	132	
25 02 99	003	Agip	Fuel (2-29937)	150	
28 02 99	001	Payroll	Salary for the month of February 99	9,780	21,124
			SUB TOTAL IN BIRR	15,764	38,431
			SUB TOTAL IN USD	2,097	5,112
		1USD=7.518 BIRR			

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SALESIAN MISSIONS SUBRECIPIENT'S MONTHLY FINANCIAL REPORT

SUMMARY OF BUDGETED VS. ACTUAL EXPENDITURES

(IN LOCAL CURRENCY)

NAME OF GRANTOR U.S.A.I.D. MONTH February

GRANT NO. FAO-0158-A-00-4025-00 YEAR 1999

TITLE OF PROJECT Strengthening Salesian Capacity to
Manage Eco.Dev.Projects COUNTRY Ethiopia

(A)CATEGORY	CURRENT MONTH'S EXPENDITURES		CUMMULATIVE EXPENDITURES		BUDGETED EXPENDITURES	
	GRANT(B)	SALESIANS(C)	GRANT(D)	SALESIANS(E)	GRANT(F)	SALESIANS(G)
1 001	9,780	21,124	615,550	851,972	503,010	498,663
2 002/003	2,763	15,675	218,691	320,186	167,670	261,193
3 004	3,221	1,632	143,805	800,058	105,570	167,670
4 005	-	-	-	-	-	-
5 006	-	-	1,236,337	-	1,242,000	-
6 007	-	-	645,693	2,101,807	621,000	1,844,370
7						
8 Additional Fund on 03/10/98					130,410	
9 Additional Fund on 09/03/99					260,820	385,020
10						
11						
12						
13 BANK CHARGES						
GRAND TOTAL	15,764	38,431	2,860,076	4,074,023	3,030,480	3,156,916

PREPARED BY:

ACCOUNTANT

VERIFIED BY:

PROJECT MANAGER

DATE

March 11/1999

F100101092

SALESIAN MISSIONS SUBRECIPIENT'S MONTHLY FINANCIAL REPORT
SUMMARY OF BUDGETED VS. ACTUAL EXPENDITURES
 (IN U.S. DOLLARS)

NAME OF GRANTOR U.S.A.I.D

MONTH February

GRANT NO. FAO-0158-A-00-4025-00

YEAR 1999

TITLE OF PROJECT Strengthening Salesian Capacity to
Manage Eco.Dev.Projects

COUNTRY Ethiopia

(A)CATEGORY	CUMULATIVE EXPENDITURES		BUDGETED EXPENDITURES	
	GRANT(B)	SALESIANS(C)	GRANT(D)	SALESIANS(E)
1 001	93,956	126,710	81,000	80,300
2 002/003	33,150	47,859	27,000	42,060
3 004	21,992	121,166	17,000	27,000
4 005	-	-	-	-
5 006	181,278	-	200,000	-
6 007	100,890	324,907	100,000	297,000
7				
8 Additional Fund on 03/10/98			21,000	
9 Additional Fund on 09/03/99			42,000	62,000
10				
11				
12				
13 BANK CHARGES				
GRAND TOTAL	431,266	620,642	488,000	508,360

PREPARED BY: [Signature]
ACCOUNTANT

VERIFIED BY: [Signature]
PROJECT MANAGER

DATE March 21/1999

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SDB PROCURE ADDIS ABEBA
INCOME AND EXPENDITURE (1992 - 1998)

<u>INCOME</u>	<u>US\$</u>
Fund at the starting of the Procura	1,170,000.00
Income for the year 1992	801,353.49
Income for the year 1993	1,502,677.13
Income for the year 1994	1,363,874.82
Income for the year 1995	2,215,454.09
Income for the year 1996	3,127,363.74
Income for the year 1997	3,559,062.00
Income for the year 1998	4,103,283.00
Total Income up to December 31, 1998	<u>US\$ 17,843,068.27</u>

<u>EXPENDITURE</u>	<u>US\$</u>
Expenditure for the year 1992	1,214,907.15
Expenditure for the year 1993	1,776,993.93
Expenditure for the year 1994	1,384,559.45
Expenditure for the year 1995	2,113,473.79
Expenditure for the year 1996	3,052,428.86
Expenditure for the year 1997	3,679,633.00
Expenditure for the year 1998	3,996,062.00
Total Expenditure 1992 - 1998	<u>US\$ 17,218,058.18</u>

BALANCE

Balance at 31.12.1998	<u>US\$ 625,010.09</u> (1)
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(1) Include also loan of US\$ 470,589 to be refunded

Salesians of Don Bosco Vice Province
 «Mariam Kidane Meheret»
 P.O. Box 531
 ADDIS ABEBA ETHIOPIA



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SALESIANS OF DON BOSCO

P. O. Box 531
 Addis Ababa, Ethiopia

Tel. 251-1-65 08 76
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 Addis Abeba

V. PROVINCE (VISITATORIA) AET
1999 BUDGET - General Summary

Place	Total Needs US \$	Amount Available US \$	Amount Still Needed US \$
SDB Addis Abeba - Gotera	130,000.00	100,000.00	30,000.00
SDB Addis Abeba - Mekanissa	1,120,000.00	47,500.00	1,072,500.00
SDB Adigrat - Gola	150,000.00	150,000.00	-
SDB Adwa	625,000.00	195,000.00	430,000.00
SDB Debre-Zeit	700,000.00	-	700,000.00
SDB Dekemhare	730,000.00	110,000.00	620,000.00
SDB Dilla	543,000.00	122,000.00	421,000.00
SDB Makalle	610,000.00	93,300.00	516,700.00
SDB Zway	563,000.00	5,000.00	558,000.00
V. Province and Procure	1,500,000.00	1,200,000.00	300,000.00
TOTAL	6,671,000.00	* 2,022,800.00	4,648,200.00

- * Amount available from
- Contributions from the communities
 - Fund through the SDB Procure, donor agencies and benefactors
 - Formation fund from ILE - MOR

SDB PROCURA ADDIS ABEBA (VISITATORIA AET)
EXPENDITURE FOR THE YEAR 1998

Description	US\$
Disbursement for SDB Dekemhare Project	997,671.00
Needy Children and Needy Students	694,400.00
(1) Disbursement for SDB / FMA / MOC Adwa Integrated Project	631,982.00
Disbursement for SDB Addis Abeba / Mekanissa Project	406,658.00
Disbursement to SDB Community Makalle	311,000.00
Disbursement for Debre Zeit Project	181,348.00
Repayment of loan	142,836.00
Tigray Water Project	109,327.00
Disbursement to SDB Novitiate and AA Community	60,000.00
Disbursement to SDB Community Adigrat	95,000.00
SDB Procura & AET: restructuring, new purchases and running co	187,068.00
Training SDB and lay personnel	84,507.00
Displaced, sick, needy, charity in general	64,280.00
Disbursement for SDB Dekemhare Community	26,700.00
Masses to others	3,285.00
TOTAL	US\$ 3,996,062.00

(1) US\$ 300,000 for SDB
US\$ 331,982 for FMA & MOC

Salesians of Don Bosco Vice Province
«Marlam Kidane Meheret»
P.O. Box 531
ADDIS ABEBA ETHIOPIA

Ethiopia: Annex C – Adwa Water Project

ADWA INTEGRATED PROJECT
Expenditures for Water Resource Development (Water Project)

ITEM No.	DESCRIPTION		USAID (in Birr)	SDB (in Birr)	Remarks	
1.	PIPELINE	Materials & Transport	140,606		Pipes & Plumbing	
		Labour	4,820		Salaries	
		Cement	3,150		70 sacks	
		Stone	4,440		12 loads	
		Sand	3,040		8 loads	
		Gravel	6,400		8 loads	
		Concrete Pipes	1,570			
		Contribution			25,000	From Municipality
		Local Contribution			20,000	Local community
2.	ROAD REPAIR	Road Rehabilitation		20,000	SDB Contribution	
		Leveling		50,000	Local community	
3.	WATER TANK	Purchases & Transport		41,601	Salesian Sisters	
		Donation		40,000	Italian Emb. AA	
		Installation		15,000	DBTS/Makelle	
4.	WATER CATCHMENT	Construction	279,217	193,050	7 Catchments	
5.	SEPTIC TANKS	Construction		234,000	3 Tanks	
		Sewage line		80,000	SDB Contribution	
6.	BOREHOLES	Drilling	202,450		3 Boreholes	
		Rehabilitation		22,952	Cleaning wells	
		Installation		60,000	Each 20,000 Birr	
		Materials		59,536	Used for 3 wells	
7.	PUMPS	Purchase		78,397	4 pumps	
8.	PRIMARY EDUCATION	Kindergarten		729,260	EEC/Madreselva	
9.	AFFORESTATION	Tree plantation/Terracing		20,000	Young people	
		Tree plantation		50,000	SDB Contribution	
		TOTAL IN BIRR	645,693	1,738,796	BIRR	
		TOTAL IN USD	100,890	271,687	USD	
		1 USD = 6.40 BIRR				

* The work for the pipeline from the wells to the water tanks and other locations is not yet completed.

Note: Explanations for the above mentioned items are enclosed.

APPENDIX 9
GUATEMALA

Guatemala: Annex A—Projects Approved and Pending Approval

INSPECTORIA SALESIANA DE CENTROAMERICA
Oficina de Proyectos de Desarrollo de los Salesianos en Centro América (OPSALCA)
Período del 1 de Octubre de 1995 al 31 de Diciembre de 1998

LISTADO DE PROYECTOS PRESENTADOS POR OPSALCA QUE HAN SIDO APROBADOS

PAIS	CASA APOYADA	NOMBRE DEL PROYECTO	DONANTES	OBJETIVOS	MONTO OBTENIDO EN US\$	ESTADO DEL PROYECTO	PARTICIPACIÓN DE LA OFICINA
Guatemala	Misiones en Carchá	Fortalecimiento a la misión en Carchá	Procura Bonn – Adveniat y otros	Completar infraestructura para centros eclesiales	50,000	Ejecutado	Diseño, gestión, y negociación directa
	Apoyo Inspectorial a la Parroquia de Laguna Seca, Jalapa	Escuela de Educ. Primaria Bilingüe	Fondo de Inversión Social (FIS-GAUTE)	Construcción y equipamiento para escuela rural	20,000	Ejecutado	Diseño y asesoría directa
	Vicariato Apostólico del Petén	Solidaridad con Monseñor Vián	Roma y otras organizaciones de la Iglesia	Consolidar medios de comunicación en el Vicariato.	40,000	Ejecutado	Diseño y participación directa en la gestión.
	Vicariato Apostólico del Petén	Fortalecimiento de la infraestructura	ADVENIAT	Consolidar la infraestructura de servicios	31,000	Ejecutado	Diseño, Gestión y negociación directa
	Misión Carchá	Nueva Casa y Centro Juvenil Carchá	Procura Bonn / Sta. Infancia	Construcción y equipamiento de Centro Juvenil	272,439	Ejecutado	Diseño, Gestión y negociación directa
	Liceo Guatemala / Qutzaltenango	Centro de Formación Profesional CFP / XELA	Jóvenes del Tercer Mundo / Gobierno de España	Construcción y equipamiento de Taller I	390,000	Aprobado Iniciar Ejecución En 1999	Propuesta elaborado, gestión y negociación directa
	Misión Carchá	Oficina de Pastoral Juvenil Rural	Rector Mayor / Dicasterio de Misiones	Creación de Oficina, equipamiento y contratación de coordinador	21,000	Aprobado y en ejecución	Diseño y gestión directa
Honduras	Parroquia María Auxiliadora	Nueva Casa Parroquial	Rector Mayor	Construcción y equipamiento de casa parroquial	50,000	Aprobado y en ejecución	Diseño y Gestión Directa
	Parroquia María Auxiliadora	Centros Empresariales TOT	Procura en Bonn / Acción Católica Irlandesa	Capacitar a 21 jóvenes durante 6 meses en técnicas empresariales	37,000	Ejecutado	Diseño y Gestión directa, incluida evaluación.
El Salvador	CDN, Polígono, Ricaldone y Ciudadela	Alimentos para el trabajo	Canadian food for Children	Fortalecer los comedores juveniles junto a los Centros de Capacitación	90,000	En Ejecución	Diseño, Gestión y ejecución

	Parroquia María Auxiliadora	Equipamiento de Clínica de especialidades	Fondo de Inversión Social	Equipamiento de 6 clínicas médicas e instalación de unidad dental	42,000	Ejecutado	Diseño, Gestión, Supervisión y evaluación
	Parroquia María Auxiliadora (Sta. Ana)	Programa de Animación Pastoral	ADVENIAT	Desarrollo de actividades pastorales comunitarias	18,700	Ejecutado	Diseño, Gestión y supervisión
	Ciudadela Don Bosco	Programa de Pastoral Universitaria	ADVENIAT	Establecimiento de una oficina como Centro de Pastoral Universitaria	23,400	Ejecutado	Diseño, Gestión y Supervisión
	Obra Social María Auxiliadora (FMA) / Chalchuapa / Sta. Ana	Remodelación de un Salón Capilla	ADVENIAT	Remodelación y construcción de oficinas	45,000	Ejecutado	Diseño, Gestión y Supervisión
Nicaragua	Centro Juvenil Don Bosco / Managua	Talleres Populares de Formación	Gobierno belga / COMIDE	Renovación de máquinas de artes gráficas	750,000	Ejecutado	
	Centro Juvenil Don Bosco / Managua	Fortalecimiento Técnico del Centro Juvenil Don Bosco	Unión Europea	Mejorar las especialidades de Electricidad y máquinas industriales de costura	300,000	Aprobado Por Iniciar Ejecución	Formulación y gestión
Panamá	Misión El Real	Talleres de Capacitación y Formación de Líderes	Gobierno Alemán / Procura en Bonn	Construir 2 talleres y capacitar a 150 jóvenes	90,000	En ejecución	Formulación y Gestión
	Técnico Don Bosco / Ciudad Panamá	Formación Técnica en Electromecánica y Electrónica	Gobierno belga / COMIDE	Renovación de equipos e introducción de electrónica como nueva especialidad	396,300	Aprobado. A iniciar en 1999	Formulación, gestión y supervisión
Guatemala, El Salvador, Nicaragua y Honduras	12 casas salesianas en 4 países de Centroamérica	Programa de Bolsas de Estudio	Varios donantes en Italia / Procura de Turín	Otorgar becas a jóvenes que no tienen recursos para estudiar	125,000	En tercer año de ejecución	Formulación, gestión y ejecución.
T O T A L					2,791,839		

INSPECTORIA SALESIANA DE CENTROAMERICA
Oficina de Proyectos de Desarrollo de los Salesianos en Centro América (OPSALCA)
Período del 1 de Octubre de 1995 al 31 de Diciembre de 1998

LISTADO DE PROYECTOS APROBADOS CON PARTICIPACIÓN INDIRECTA DE OPSALCA

PAIS	CASA APOYADA	NOMBRE DEL PROYECTO	DONANTES	OBJETIVOS	MONTO OBTENIDO EN US\$	ESTADO DEL PROYECTO	PARTICIPACIÓN DE LA OFICINA
Guatemala	Centro Talita Kumi Centro Don Bosco Tzacanihá	Centros de Formación de Maestros de los Salesianos en Alta Verapaz	El Gobierno de Alemania a través del KfW	Completar y construir infraestructura para centros educativos en área Qeqchí	5,000,000	En Ejecución del segundo año del proyecto.	Soporte local a todas las gestiones del proyecto realizadas por la Procura de Bonn . Monitoreo del Proyecto y Flujo de Fondos desde Alemania a Carchá.
	Centro Talita Kumi	PROCAR	Fondo Multilateral de Inversiones (FOMIN / BID)	Capacitación productiva en áreas rurales indígenas.	1,000,000	En ejecución del segundo año del proyecto.	Soporte local y formulación combinada con Salesian Missions . Monitoreo del Proyecto a través de la participación en Consejo Directivo.
	Centro Talita Kumi	Seguridad Alimentaria	Catholic Relief Services Guatemala	Mejorar las condiciones de seguridad alimentaria en áreas rurales.	250,000	En ejecución.	Soporte a la formulación de la propuesta inicial.
El Salvador	Ciudad de los Niños	Ayuda a Huérfanos y Niños Desplazados	USAID	Mejora de infraestructura y capacitación	505,000	Ejecutado.	Formulación conjunta con Salesian Missions . Interfase entre AID y ejecutor.
Nicaragua	Centro Juvenil Don Bosco	Proyecto Integrado de Generación de Empleo	W.K. Kellogg Foundation	Establecer programas innovadores para generar empleo e ingresos para jóvenes pobres.	630,170	Ejecutado.	Soporte en la formulación a Salesian Missions . Monitoreo y asistencia técnica al ejecutor.
Guatemala, El Salvador	Varias Casas en ambos países	Programa de Propiedad en Exceso	Gobierno de los Estados Unidos	Donación de equipos, máquinas y muebles.	8,000,000	Ejecutado.	Interfase entre Salesian Missions , Casas Salesianas y la Embajada de Estados Unidos en cada país.
T O T A L					15,385,170		

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INSPECTORIA SALESIANA DE CENTROAMERICA
Oficina de Proyectos de Desarrollo de los Salesianos en Centro América (OPSALCA)
Período de 1995 - 1998

LISTADO DE PROYECTOS PRESENTADOS POR OPSALCA QUE ESTÁN EN PROCESO DE GESTION

PAIS	CASA APOYADA	NOMBRE DEL PROYECTO	DONANTES	OBJETIVOS	MONTO SOLICITADO EN US \$	CONDICION DEL PROYECTO	PARTICIPACIÓN DE LA OFICINA
Guatemala	Liceo Guatemala / Quetzaltenango	Centro de Formación Profesional CFP / XELA	DMOS - COMIDE / GOBIERNO BELGA	Construcción de Taller 2	390,000	Propuesta Presentada en Fase Final de Análisis	Diseño del proyecto y gestión directa
Guatemala	Misiones en Carchá	Reconstrucción de Viviendas Aldea Sessab (Post Mitch)	Club Rotario Guatemala Las Américas	Reconstrucción de Viviendas para familias Qeqchies afectadas por Huracán Mitch	75,000	Aprobado un Presupuesto de 35,000	Diseño del proyecto y gestión directa
El Salvador	Universidad Don Bosco	Fortalecimiento del Trabajo Social de los Alumnos de la UDB	Misereor / Alemania	Ampliación de los programas de acción social de la UDB, mediante la adquisición de un carro	28,803	Solicitud enviada y en estudio	Directa: Formulación, Gestión y Supervisión
Nicaragua	Parroquia María Auxiliadora / Granada	Equipamiento de un Salón para uso Pastoral	ADVENIAT / Alemania	Remodelación, equipamiento y compra de materiales para act. pastorales	15,000	Solicitud enviada y en estudio	Directa: Formulación, Gestión y Supervis
Panamá	Técnico Don Bosco / Panamá	Fortalecimiento de la educación Técnica del Técnico Don Bosco	COMISIÓN EUROPEA	Renovar equipos para las especialidades de Artes Gráficas y Electromecánica	608,210	Solicitud en estudio esperando aprobación	Formulación Directa y Gestión a cargo de comide
	Técnico Don Bosco / Panamá	Habilitación de un Salón de pastoral	ADVENIAT / Alemania	equipamiento y compra de materiales para act. pastorales	26,020	Solicitud presentada y en estudio	Formulación, Gestión y Supervisión cuando se ejecute.
T O T A L					1,143,033		

INSPECTORIA SALESIANA DE CENTROAMERICA
Oficina de Proyectos de Desarrollo de los Salesianos en Centro América (OPSALCA)
Período de 1995 - 1998

LISTADO DE PROYECTOS CON PARTICIPACION COMBINADA DE OPSALCA QUE ESTÁN EN PROCESO DE GESTION

PAIS	CASA APOYADA	NOMBRE DEL PROYECTO	DONANTES	OBJETIVOS	MONTO SOLICITADO EN US \$	CONDICION DEL PROYECTO	PARTICIPACIÓN DE LA OFICINA
Guatemala	Talita Kumi Chisec	Fortalecimiento de Capacidades Agrícolas y Desarrollo Comunitario en Alta Verapaz	AID	Capacitación Agrícola y Extensión Comunitaria para Indígenas Qeqchies	1,000,000	Fase Final de Cambios a la Propuesta	Soporte Local al Desarrollo la Propuesta por Salesian Missions
	Quetzaltenango	Entrenamiento en Habilidades Agrícolas y Vocacionales para Jóvenes en Desventaja	Secretaría de Agricultura del Gobierno de los Estados Unidos	Proveer entrenamiento en habilidades vocacionales, incluyendo valores morales a jóvenes pobres en Quetzaltenango	1,330,000	Solicitud presentada al Gobierno de los Estados Unidos	En combinación con Salesian Missions
El Salvador	Polígono Industrial Don Bosco	Centro Salvadoreño de la Pequeña Empresa	Secretaría de Agricultura del Gobierno de los Estados Unidos	Mejorar la capacidad de las pequeñas empresas para hacer negocios	2,900,000	Solicitud entregada al Gobierno de los Estados Unidos	Solicitud formulada en combinación con Salesian Missions
Honduras	Parroquia María Auxiliadora	Reconstrucción de Viviendas en Comayaguela	USAID	Reconstrucción de Viviendas para Damnificados por Mitch	1,000,000	Solicitud presentada y en estudio	Soporte Local al Desarrollo la Propuesta por Salesian Missions
	Parroquia María Auxiliadora	Empleo para la juventud pobre en Honduras	Secretaría de Agricultura del Gobierno de los Estados Unidos	Programas de acción social para trabajar con la juventud en una comunidad pobre en Comayaguela	2,600,000	Solicitud presentada al Gobierno de los Estados Unidos	En combinación con Salesian Missions
T O T A L					8,830,000		

Guatemala: Annex B--Project Cycle Guide

**OFICINA DE PROYECTOS SALESIANOS DE DESARROLLO
PARA CENTROAMERICA (OPSALCA)**

Responsable Inspectorial

P. Isidro González, sdb

Coordinador Regional

Lic. Julio David Castellanos H.

Teléfonos (502) 3329337-9 Fax 3329341

Email: cede@ns.guate.net

Director de Proyectos con sede en San Salvador

Arq. Salvador Canjura H.

3a. avenida Norte y Pasaje Don Rúa

Apartado 2324, San Salvador, El Salvador

Teléfono 225-6975, Fax 226-9880

Director de Proyectos con sede en Guatemala

Lic. Edwin A. Alvarado Cano

Inspectoría Salesiana

32 calle 11-01 zona 11 Las Charcas

Apartado 151 Ciudad de Guatemala, Guatemala

Teléfonos (502) 4762341, 4422354-8 Fax 4762407

Email: asdbosco@ns.guate.net

**Oficial de Programas de Desarrollo
en la Procura de New Rochelle, USA**

Mr. John Burke

Salesian Missions

1515 N. Courthouse Rd. Suite 502 Arlington, VA 22201

Tel. (703) 524 0667 (301) 627 6894 Fax (703) 524 9882

Email: Salesian2@aol.com

Un Proyecto con el apoyo financiero de:

Salesian Missions, New Rochelle (N.Y.) y

Agencia para el Desarrollo Internacional, (A.I.D.)

OFICINA DE PROYECTOS SALESIANOS DE DESARROLLO PARA CENTROAMERICA (OPSALCA)

GUIA SOBRE EL CICLO DE PROYECTOS

FUNCIONES DE OPSALCA:

La oficina de Proyectos Salesianos de desarrollo para Centroamérica (OPSALCA), fué establecida en octubre de 1995 por el Consejo Inspectorial con el objetivo de fortalecer la implementación de proyectos a nivel regional. OPSALCA brinda servicios de apoyo para la formulación, gestión, ejecución y evaluación de los proyectos promovidos por las distintas casas salesianas de la región. Es fundamentalmente una oficina de servicios que no ejecuta proyectos sino apoya a los salesianos en sus labores de promoción humana y social.

A nivel organizacional, OPSALCA depende del Padre Económo Inspectorial. Posee un staff de tres personas: un coordinador regional y dos directores de proyectos (uno con sede en Guatemala y el otro en San Salvador).

EL CICLO DE PROYECTOS:

El diagrama adjunto muestra el ciclo de proyectos salesianos. Este proceso se divide en 5 fases generales. El diagrama muestra la división de responsabilidades entre la casa salesiana y la oficina de proyectos. A continuación se describen algunos aspectos de tales etapas.

PRIMERA FASE: Identificación de la Idea

Esta fase se inicia con la identificación de una idea potencial para desarrollar un proyecto en alguna de las casas salesianas. En esta fase, la comunidad deberá hacer una solicitud al Padre Inspector para que OPSALCA pueda apoyarle en el proceso. Una vez que esta solicitud sea aprobada por el Padre Inspector y su Consejo, la casa deberá llenar un cuestionario básico para definir un perfil del proyecto. Este perfil se convierte en la primera definición escrita de la idea del proyecto. (Ver cuestionario de perfil anexo). En esta etapa, el staff de OPSALCA puede asistir a las casas para aclarar la información requerida.

SEGUNDA FASE: Conceptualización Técnica del Proyecto

Una vez que se tenga el perfil del proyecto, OPSALCA realiza un taller de planificación en la casa que promueve el proyecto. Este taller tiene por objetivo producir el "Marco lógico" del proyecto el cual constituye el diseño básico necesario para poder redactar cualquier solicitud de financiamiento. Es responsabilidad de la casa salesiana participar activamente en este taller de planificación y compilar la información de campo necesaria para que el marco lógico esté debidamente sustentado. El resultado de esta fase es la producción por escrito de un diseño básico del proyecto. Este diseño deberá contener un marco lógico, un presupuesto general, un cronograma aproximado y una propuesta de ejecución administrativa y financiera. Es responsabilidad de OPSALCA producir estos documentos.

TERCERA FASE: Negociación de Financiamiento

Con un diseño básico del proyecto, OPSALCA define una estrategia de financiamiento. Acude a diversas fuentes dependiendo del tipo de proyecto que se trate: fuentes salesianas (procuras), fuentes de la iglesia católica, organizaciones privadas de desarrollo nacionales o internacionales, gobiernos locales e instituciones multilaterales. Es responsabilidad de OPSALCA el mantenimiento de los contactos necesarios con tales fuentes. Esta fase puede ser la más larga del proceso dependiendo del tipo de institución de financiamiento y la magnitud del proyecto de que se trate. Durante esta fase es probable que la entidad de financiamiento solicite modificaciones a la propuesta o ampliación de información. Será responsabilidad de OPSALCA mantener el seguimiento a la solicitud y requerir a la casa salesiana las ampliaciones de información necesarias. También es probable que en esta fase se produzcan visitas de campo al lugar del proyecto. Para ello OPSALCA coordinará con la casa para facilitar tales visitas.

CUARTA FASE: Preparación de la ejecución

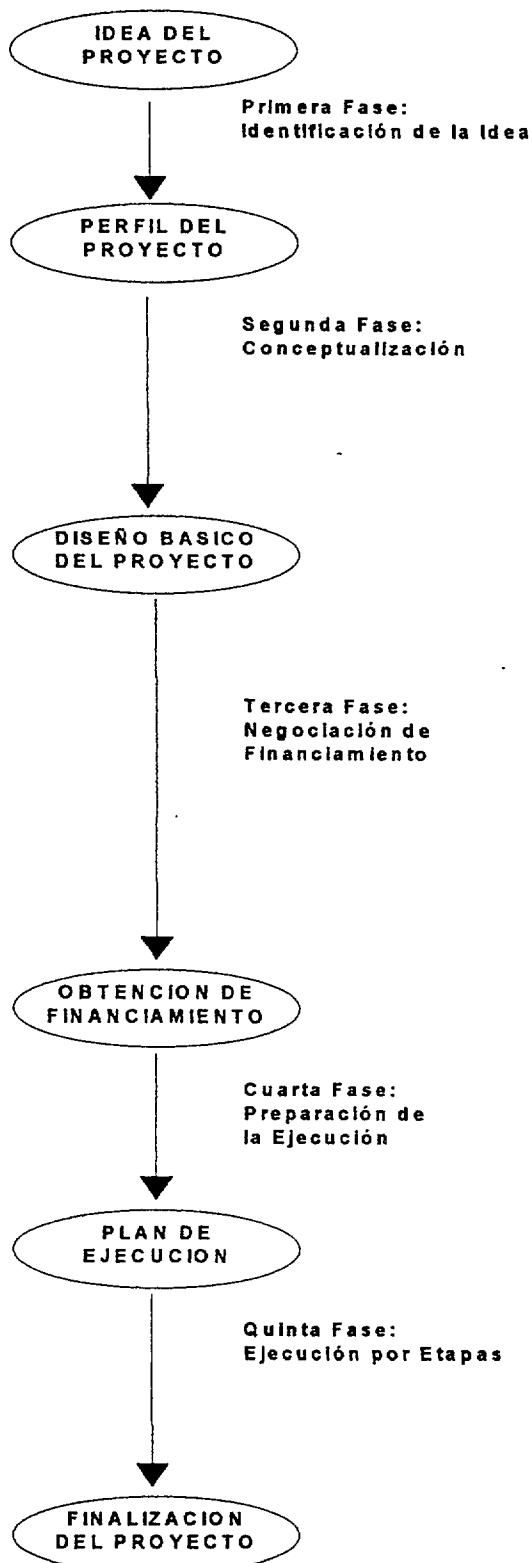
En esta fase se parte de la aprobación de financiamiento por parte de la fuente y consiste en realizar todas aquellas acciones para preparar un plan operativo de implementación del proyecto.

En esta etapa OPSALCA trabajará con la casa salesiana mediante un taller en el lugar del proyecto. En forma participativa, la casa salesiana establecerá una estructura de ejecución para el proyecto desde el punto de vista administrativo y financiero. OPSALCA facilitará esta tarea y sintetizará el resultado en un documento conocido como "plan operativo" del proyecto. Este plan es normalmente presentado a la fuente de financiamiento para que se realice el primer desembolso de los fondos.

QUINTA FASE: Ejecución por Etapas del Proyecto

Cuando el proceso entra en fase de ejecución, la casa salesiana tiene la responsabilidad directa por el control administrativo de las actividades programadas y el manejo de los fondos. OPSALCA se convierte en una oficina externa de monitoreo para verificar el avance y cumplimiento del plan operativo. Se pretende de esta forma brindar retroalimentación constante al equipo ejecutor del proyecto para poder corregir desviaciones y problemas a tiempo. De acuerdo a cada tipo de proyecto, esta fase tomará diferentes períodos.

ANEXO No. 1
CICLO DE PROYECTOS SALESIANOS DE DESARROLLO



RESPONSABLES	
SDB	OPSALCA
<ul style="list-style-type: none"> - Completa cuestionario de perfil. - Realiza solicitud al Consejo Inspectorial. 	<ul style="list-style-type: none"> - Asiste a SDB para completar cuestionario.
<ul style="list-style-type: none"> - Participa activamente en taller de planificación. - Facilita la obtención de información básica para el proyecto. 	<ul style="list-style-type: none"> - Analiza solicitud y dictamina. - Realiza visita in situ y llevar a cabo taller de planificación. - Produce Marco Lógico. - Escribe el proyecto con todos sus componentes.
<ul style="list-style-type: none"> - Proporciona información adicional si es necesaria. - Facilita las visitas de los posibles cooperantes. - Celebra convenios con el Economato. 	<ul style="list-style-type: none"> - Presenta solicitud a entidades de financiamiento. - Mantiene comunicación con proyecto y posible cooperante. - Resuelve dudas o ampliaciones de información en el proceso. - Acompaña misiones exploratorias del posible cooperante. - Celebra con el Economato los convenios de financiamiento.
<ul style="list-style-type: none"> - Participa en la definición de la estructura de ejecución y los sistemas de control. 	<ul style="list-style-type: none"> - Realiza taller in situ para elaborar plan operativo - Sintetiza plan operativo en documento.
<ul style="list-style-type: none"> - Ejecuta fases del proyecto de acuerdo al plan operativo. - Elabora reportes de avance e informes financieros. 	<ul style="list-style-type: none"> - Realiza visitas de monitoreo y evaluación in situ de acuerdo al plan operativo - Proporciona recomendaciones para mejorar la ejecución. - Elabora el informe final para finalización del proyecto

ANEXO No. 2 CUESTIONARIO BASICO PARA DEFINICION DE UN PERFIL DE PROYECTO SALESIANO EN CENTROAMERICA

1. Datos Generales:

- 1.1 Nombre de la Casa Salesiana
- 1.2 Nombre del Salesiano Responsable
- 1.3 Lugar Propuesto para el Proyecto (Breve Descripción)

2. Importancia en la Optica Salesiana

- 2.1 Antecedentes de la Iniciativa (Breve)
- 2.2 ¿Por qué es importante para la Casa Salesiana este proyecto?

3. ¿Cuál es el concepto o estrategia general del proyecto?

4. ¿Cuáles serían los grandes objetivos del proyecto?

5. ¿Cuáles serían las características del proyecto en cuanto a sus componentes?

6. ¿De qué magnitud económica es el proyecto que se tiene en mente?

7. ¿Cuáles serían los grandes rubros del presupuesto del proyecto?

8. ¿Para cuáles de estos rubros se podría tener un aporte local de la comunidad, los beneficiarios etc.?

9. ¿Se tiene pensado en alguna fuente de financiamiento en particular?

10. ¿Con qué fuentes de apoyo se trabaja o se ha trabajado en el pasado?
Mencionar experiencias y rubros económicos.

11. ¿Qué estructura administrativa tendría este proyecto?

12. Mencione otros elementos importantes que desee agregar y que puedan servir para determinar el apoyo que se espera de OPSALCA.

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Guatemala: Annex C—Budget Submission Guides

SUMMARY OF BUDGETED VS. ACTUAL EXPENDITURES

(IN LOCAL CURRENCY)

NAME OF GRANTOR _____

MONTH _____

GRANT NO. _____

YEAR _____

TITLE OF PROJECT _____

COUNTRY _____

(A) CATEGORY	CURRENT MONTH'S EXPENDITURES		CUMULATIVE EXPENDITURES		BUDGETED EXPENDITURES	
	GRANT (B)	SALESIANS (C)	GRANT (D)	SALESIANS (E)	GRANT (F)	SALESIANS (G)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18 BANK CHARGES						
GRAND TOTAL						

PREPARED BY: _____

VERIFIED BY: _____
PROJECT MANAGER

DATE: _____

SUMMARY ACCOUNT OF CUMULATIVE CASH TRANSACTIONS

NAME OF GRANTOR	MONTH	
GRANT NO.	YEAR	
TITLE OF PROJECT	COUNTRY	
.....	

	IN LOCAL CURRENCY
A. TOTAL AMOUNT OF GRANT BUDGETED	
B. GRANT FUNDS RECEIVED FROM THE BEGINNING OF GRANT TO THE END OF THIS MONTH	
C. TOTAL EXPENDITURES FROM THE BEGINNING OF THE GRANT TO THE END OF THIS MONTH	
D. INTEREST EARNED	
1. From the beginning of the grant	
2. Less: Total interest remitted to USAID	
TOTAL BANK INTEREST NOT REMITTED TO USAID (1 MINUS 2)	
E. ACTUAL FUNDS AVAILABLE AT THE END OF THIS MONTH (B MINUS C PLUS D)	
F. TOTAL GRANT FUNDS NEEDED FOR THE NEXT PERIOD (_____ TO _____)	
G. REQUEST FOR FUNDS (F MINUS E)	
H. EXPECTED RATE OF EXCHANGE OF LOCAL CURRENCY TO \$1.00 (U.S.)	
NOTE: IF AN ADVANCE IS NOT NEEDED, DO NOT COMPLETE LINES F, G, AND H.	

PREPARED BY: _____

APPROVED BY: _____
PROJECT MANAGER

DATE: _____

RECONCILIATION OF BANK ACCOUNTS

NAME OF GRANTOR	MONTH/YEAR
GRANT NO.	NAME OF BANK
TITLE OF PROJECT	BANK A/C NO.
COUNTRY	TYPE OF ACCOUNT (CHECK ONE) <input type="checkbox"/> CHECKING <input type="checkbox"/> SAVINGS

	IN LOCAL CURRENCY
A. BALANCE PER BANK STATEMENT AT END OF MONTH	
B. ADD:	
1. Deposits in transit	
2. Other	
TOTAL OF A + B	
C. DEDUCT	
1. Total outstanding checks	
2. Other	
D. BALANCE PER BOOKS AT END OF MONTH (DEDUCT C FROM TOTAL OF A + B)	

LIST OF OUTSTANDING CHECKS

Date	Check No.	Amount

LIST OF OUTSTANDING CHECKS

Date	Check No.	Amount

NOTE: Prepare a bank reconciliation for each account.
Attach copy of bank statement.

TOTAL OUTSTANDING CHECKS

PREPARED BY: _____

VERIFIED BY: _____
PROJECT MANAGER

DATE: _____

SUMMARY OF BUDGETED VS. ACTUAL EXPENDITURES

(IN U.S. DOLLARS)

NAME OF GRANTOR _____	MONTH _____
GRANT NO. _____	YEAR _____
TITLE OF PROJECT _____	COUNTRY _____
	EXCHANGE RATE _____

(A) CATEGORY	CUMULATIVE EXPENDITURES		BUDGETED EXPENDITURES	
	GRANT (B)	SALESIANS (C)	GRANT (D)	SALESIANS (E)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18 BANK CHARGES				
GRAND TOTAL				

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PREPARED BY: _____ VERIFIED BY: _____ PROJECT MANAGER DATE: _____



APPENDIX 10

PHILIPPINES

Philippines: Annex A—Summary of Assisted Projects by House

SALESIANS SOCIETY OF ST. JOHN BOSCO (FIS)
SUMMARY OF ASSISTED PROJECTS - BY HOUSE
as of 20 May 1999

ANNEX PHIL.A

DON BOSCO HOUSE	FILE NUMBER	COMPLETED	AMOUNT US\$	GRANTOR
1. Cebu BOYS' TOWN	BT-02	410-003/143 Additional Equipment for the Non-formal Vocation Training of Bagong Buhay Rehabilitation Center (BBRC)	16,337.60	MISEREOR
2.	BT-03	Shipment of Donated Goods from Hilfe zur Selbsthilfe through Inday & Helmut Merkel	37,735.85	Hilfe zur Selbsthilfe
3. Cebu BOYS' HOME	BH-01	Small-scale Projects	22,924.53	AMIE - Belgium
4. Cebu LAWAAN	LW-01	Construction of the Sacred Heart Novitiate VOCATIONAL SCHOOL VOCATIONAL SCHOOL & BOYS HOME (ALSO)	707,897.00	>SDB Rector Major >MISSIO >Archdiocese of Munich >Kirche in Not >Pontificium Opus a Propagatione Fidei
5. Davao Oriental MATI	MA-01	410-070/024 ZG 299 Non-formal Skills Trng	410,943.40	MISEREOR
6	MA-02	Building Construction and Livestock Raising	37,735.85	Japanese Sponsored
7.	MA-04	Scholarship Program - Batch I	7,358.49	Aboitiz Group Foundation
8.	MA-07	Construction of Classrooms	29,766.04	Japanes Ministry of FA
9.	MA-06	Scholarship Program - Batch II	4,528.30	Aboitiz Group Foundation
10. Cebu PASIL	PA-02	Scholarship Program	360.00	Metrobank Foundation
11. PROJECTS ACROSS HOUSES	FIS-01	410-000/118A ZG 409 Promotion of the Non-Formal Education at Training Schools of the Salesians in the Philippines	90,728.62	MISEREOR
12.	FIS-02	410-900/24 ZG 719 Continuation of Trng and Upgrading for Technical Instructors and Shop Heads for Voc/Tech Training Centers	87,750.62	MISEREOR
GRAND TOTAL			1,454,066.30	

SALESIANS SOCIETY OF ST. JOHN BOSCO (FIS)
SUMMARY OF ASSISTED PROJECTS - BY HOUSE
as of 20 May 1999

DON BOSCO HOUSE	FILE NUMBER	ON-GOING	AMOUNT US\$	GRANTOR
1. Cebu BOYS' HOME	BH-02	FIS 97/233 DB Boys' Home & Training Center in Liloan, Cebu	466,981.13	Jugend Dritte Welt German Ministry BMZ
2.	BH-03	Children's Village/Foster Homes	56,603.77	Albert Schweitzer -Verband
3.	BH-04	Scholarship Grant for 20 Boys	4,000.00	Magos Sales
4. Cebu PASIL	PA-04	Develop the Sustainability of DBTC Pasil by Enhancing its Capability for Trng & Servicing	21,323.12	Hilfe zur Selbsthilfe Jugend Dritte Welt
5.	PA-01	FIS-94349 Educational Partnership	1,208.29	DB School Steinfeld
6. Cebu LOURDES PARISH	PP-01	FIS-93055 Educational Sponsorship	1,889.53	Kindermissionswerk
7. Negros Oriental ST. LOUIS-DB	SL-01	Expansion of Formation Work Among Pre-School Children thru the Provision of Larger Day-Care Facilities	15,151.52	Missieprocur (Holland)
8.	SL-02	Construction of Six Classrooms in the Elementary School Building of SLS-DB	30,000.00	Kindermissionswerk
9. Iloilo DUMANGAS	DU-01	94 1 329 047 EU Construction & Equipment of a Formation Center in Dumangas, Iloilo	341,994.43	Kindermissionswerk Archdioceses of Cologne & Munich
10. Eastern Samar BORONGAN	BO-03	Small Projects for the DBYC	15,000.00	Stichting Benevolentia
	BO-05	Leadership Training	6,154.00	Koch Foundation
11. PROJECTS ACROSS HOUSES	FIS-03	Foster Parents (DSWD)	20,854.20	Albert Schweitzer Familienwerk - Verband
12.	FIS-04	Grant Plan from DB Missioni	43,595.00	Don Bosco Missioni
13.	FIS-06	Promotion of the Non-formal Education at Vocational Training Schools in VisMin	20,650.00	various individual & companies
14.	FIS-09	Request for Assistance to the Rector Major (Borsa d' Studio)	150,000.00	Missieprocur DB Missionsprokur Opera Don Bosco Salesian Missions Rector Major
15. Cebu LAWAAN	LW-05	Equipment of a Water Supply, Generator & Furnitures for the Sacred Heart Novitiate	12,000.00	Pontificium Opus A Propagazione Fidei
TOTAL			1,207,404.99	

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SALESIANS SOCIETY OF ST. JOHN BOSCO (FIS)
SUMMARY OF ASSISTED PROJECTS - BY HOUSE
as of 20 May 1999

DON BOSCO HOUSE	FILE NUMBER	ON-GOING	AMOUNT US\$	GRANTOR
16. PROJECTS ACROSS HOUSES	FIS-12	Request for Subsidy for 11 Novices <i>SCHOLARSHIPS</i>	1,350.00	Pontifical Society of St. Peter
17.	FIS-15	Request for Assistance from the Rector Major for the 2nd Phase of Boys' Home and the Front Property of the Provincial House <i>SCHOLARSHIPS</i>	99,970.00	Rector Major Missionsprokur
18.	FIS-16	Assistance for the boys in Don Bosco Boys' Home and Don Bosco Borongan	8,970.00	Francisco & Graziella Calegario
GRAND TOTAL			1,317,694.99	

Philippines: Annex B—Grant Proposal Writing Workshop

SALESIAN MISSIONS
GRANT PROPOSAL-WRITING WORKSHOP
Lawaan, Talisay, Cebu, Philippines
11 - 15 January 1999

MONDAY, 11 January

- 1] Welcome - Introduction - Set-up - Purpose - People
- 2] Overview - Outcome Product - Your Payoff
- 3] **Problem Needing Solution**
- 4] **Identifying Funding Sources**
- 5] Individual Proposals: Problem Statement & Funding Sources

TUESDAY, 12 January

- 6] **Program Objectives**
- 7] Prepare & Report Program Proposals
- 8] **Methods for Reaching Solution**
- 9] Prepare & Report Methods Proposals
- 10] Individual Proposals: Fully Updated

WEDNESDAY, 13 January

- 11] **Project Management & Evaluation Criteria**
- 12] Prepare & Report Evaluation Proposals
- 13] **Funding Strategy & Budgeting**
- 14] Prepare & Report Budget Proposals
- 15] Individual Proposals: Fully Updated

THURSDAY, 14 January

- 16] **Proposal Summary**
- 17] Prepare & Report Funding Proposals
- 18] **Introduction, Cover Letter, & Title Page**
- 19] Prepare & Report Introduction, Summary Proposals
- 20] Prepare Final Proposal Ready for Presentation

FRIDAY, 15 January

- 21] Final Proposals Reviewed by Peer Evaluation Panel
- 22] Final review & Evaluation
- 23] Next Steps & Closing

Philippines: Annex C—Employment Profile

EMPLOYMENT PROFILE		
COMPUTER SECRETARIAL - MHCs - Cebu		
SCHOOL YEAR 1997-1998		
Name of Graduates	Address	Place of Work
1. Abella, Elgy	Lipata, Minglanilla, Cebu	Mitsumi
2. Adiawan, Jeanne	Lipata, Minglanilla, Cebu	Petron
3. Alcontin, Ethelwilda	Cantao-an, Naga, Cebu	Naga Municipal Office
4. Alcordo, Junila	San Isidro, Talisay, Cebu	Toy Kingdom Sm City
5. Alfrez, Ma. Joan	Mankikis Compd., Tangke, Naga, Cebu	Mitsumi
6. Alindao, Aileen	Idaville Waro III, Minglanilla, Cebu	Self-employed
7. Arradaza, Juliet	603 Countryside Vill., Lipata, Ming.	Pursue Studies
8. Balorio, Belinda	Maharika, Pook, Talisay, Cebu	Muramoto
9. Balorio, Josephine	Pook, Talisay, Cebu	Innodata Processing Corp.
10. Bariquit, Marivic	Tabtuy, Tuyan, Naga, Cebu	Trucking Co
11. Basabe, Daisy	Center Calajo-an, Minglanilla, Cebu	Pursue Studies
12. Bayon, Lilibeth	Tungkil, Minglanilla, Cebu	Acr Duplicator
13. Bayon, Lucelyn	Tungkil, Minglanilla, Cebu	Mitsumi
14. Del Mar, Celeste	East Poblacion, Naga, Cebu	Mitsumi
15. Dela Caizada, Melissa Marie	1145 Tungkil, Minglanilla, Cebu	Mitsumi
16. Dela Gente, Geaseth	Pakigne, Minglanilla, Cebu	Cashier Canteen
17. Delantar, Loida	Pakigne, Minglanilla, Cebu	Sacred Heart Canteen
18. Delantar, Siena Marie	Pinggan, Pakigne, Minglanilla	Mitsumi
19. Dejan, Nida	Tagaytay, Vito, Minglanilla, Cebu	Pensnopae
20. Francisco, Liza	Abuno, Minglanilla, Cebu	Maitland Smith Canteen
21. Gingoyon, Eufer	255 Mendoza St., Naga, Cebu	Hi-stress
22. Heruera, Aima	Ivazareth Tungro, Minglanilla, Cebu	Manila
23. Lapis, Ma. Cecilia	San Isidro, Talisay, Cebu	DSWD Talisay
24. Lascuña, Evelyn	Guindaranhan, Minglanilla, Cebu	Marcia
25. Lognasin, Generosa	Tungha-an, Minglanilla, Cebu	Tesoros Printing
26. Mañacap, Hannah	Countryside Vill., Lipata, Minglanilla	Mitsumi
27. Paran, Jocelyn	Cogon, Naga, Cebu	Mitsumi
28. Reyes, Bartolomea	Guimbawi-an, Pinamungahan, Cebu	Self-employed
29. Rita, Marites	Tinubdan, San Fernando, Cebu	Gaisano Mall Davao City
30. Sedano, Ma. Socorro	Center Calajo-an, Minglanilla, Cebu	Pursue Studies
31. Sellado, Ma. Cleo	Pob. Ward II, Minglanilla, Cebu	Mitsumi
32. Sellado, Ma. Chris	Pob. Ward II, Minglanilla, Cebu	Mitsumi
33. Sidon, Joy	Tungha-an, Minglanilla, Cebu	Mitsumi
34. Taiandron, Belinda	DAS Upper Hi-way, Lutopan, Toledo	Self-employed
35. Tapil, Victoria	Cantao-an, Naga, Cebu	KSS
36. Trazona, Carolina	Pob. Ward III, Minglanilla, Cebu	Pursue Studies
37. Vicente, Josefina	E.E.J. Farms, Tungha-an, Minglanilla	Self-employed
TOTAL NO OF GRADUATES	37	
NO. OF EMPLOYED	29	
NO. OF SELF-EMPLOYED	4	
PURSUING STUDIES	4	
TOTAL	37	

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Philippines: Annex D—MEAP Beneficiaries 1998-99

LIST OF SUMMARY OF MEAP BENEFICIARIES 1998-1999

HACS- (WOTC) - Minglanilla, Cebu

NAMES	ADDRESS	TYPE OF BUSINESS	AMT. OF LOAN
1. Alcansado, Wilma	Palanas, Inayagan, Naga, Cebu	Candle making	P 500.00
2. Baptismo, Cresencia	Cogon, Naga, Cebu	Sari-sari store	P 500.00
3. Bastatas, Armenia	Inayagan, Naga, Cebu	Fruit vending	P 500.00
4. Bastatas, Elizabeth	Inayagan, Naga, Cebu	Food vending	P 500.00
5. Blasabas, Leticia	Inayagan, Naga, Cebu	Meat vending	P 1,000.00
6. Cabañero, Denis	Estaca, Minglanilla, Cebu	Peddling	P 500.00
7. Cabañero, Lucita	Estaca, Minglanilla, Cebu	Peddling	P 1,000.00
8. Calinawan, Soledad	Estaca, Minglanilla, Cebu	Garments	P 500.00
9. Cañeda, Juvy	Toong, Pardo, Cebu City	Dried fish	P 1,000.00
10. Cañizares, Carmen	Inayagan, Naga, Cebu	Additional capital assistance	P 500.00
11. Cañizares, Emelia	Estaca, Minglanilla, Cebu	Rice cake	P 500.00
12. Caparas, Fedelina	Palanas, Inayagan, Naga, Cebu	Additional capital assistance	P 1,000.00
13. Carcueva, Leonisa	Abuno, Minglanilla, Cebu	Vegetable vending	P 500.00
14. Castañares, Farah	Tungkop, Minglanilla, Cebu	School supplies	P 500.00
15. Caballero, Consolacion	Inayagan, Naga, Cebu	Food vending	P 500.00
16. Caparas, Sally	Estaca, Minglanilla, Cebu	Piglets	P 500.00
17. Cosep, Cristita	Estaca, Minglanilla, Cebu	Sari-sari store	P 1,000.00
18. Cosep, Corazon	Estaca, Minglanilla, Cebu	Barbecue vending	P 500.00
19. dela Torre, Virginia	Estaca, Minglanilla, Cebu	RTW	P 500.00
20. Fano, Lorita	Lower Paldgne, Minglanilla, Cebu	Dried fish vending	P 1,000.00
21. Ilustrisimo, Eusebia	Inayagan, Minglanilla, Cebu	Fruit vending	P 500.00
22. Lapitan, Teresa	Inayagan, Minglanilla, Cebu	Rice cake	P 500.00
23. Larita, Adela	Cogon, Naga, Cebu	RTW	P 500.00
24. Lumapas, Elsa	Estaca, Minglanilla, Cebu	Buy and sell	P 500.00
25. Mañacap, Jenita	Upper Tungha-an, Minglanilla, Cebu	Banana cue vending	P 500.00
26. Navales, Dulce	Poblacion, Ward III, Minglanilla, Cebu	Siopao & vians vending	P 500.00
27. Palagtiw, Juana	Inayagan, Naga, Cebu	Feeds for piglets	P 1,000.00
28. Pnatoñal, Juliana	Estaca, Minglanilla, Cebu	Additional capital assistance	P 1,000.00
29. Paran, Antipaz	Cogon, Naga, Cebu	Sari-sari storé	P 500.00
30. Pardillo, Josefina	Upper Tungha-an, Minglanilla, Cebu	RTW	P 500.00
31. Pardillo, Maribel	Upper Tungha-an, Minglanilla, Cebu	Sari-sari store	P 500.00
32. Pardillo, Luisa	Lower Tungha-an, Minglanilla, Cebu	Additional capital assistance	P 1,000.00
33. Pialago, Florecita	Inayagan, Minglanilla, Cebu	Fish vending	P 1,000.00
34. Purgatorio, Cecilia	Sto. Niño, Inayagan, Naga, Cebu	Small store	P 500.00

35. Quimada, Andrea	Estaca, Minglanilla, Cebu	Buy and sell	P 500.00
36. Quimada, Carmen	Estaca, Minglanilla, Cebu	Additional capital assistance	P 1,000.00
37. Quimada, Severina	Estaca, Minglanilla, Cebu	Additional capital assistance	P 1,000.00
38. Salinas, Teresita	Upper Tungha-an, Minglanilla, Cebu	Banana vending	P 500.00
39. Seguisabal, Betty	Estaca, Minglanilla, Cebu	Fruit vending	P 500.00
40. Seguisabal, Visitacion	Estaca, Minglanilla, Cebu	Vegetable vending	P 500.00
41. Sepada, Anlynn	Inayagan, Minglanilla, Cebu	Hog raising	P 1,000.00
42. Sepada, Clarita	Inayagan, Minglanilla, Cebu	Fish vending	P 1,000.00
43. Taburada, Obdulia	Abuno, Minglanilla, Cebu	Candle vending	P 500.00
44. Tapdasan, Luzviminda	Tungkop, Minglanilla, Cebu	Food vending	P 500.00
45. Tapasao, Victoria	Tungkop, Minglanilla, Cebu	Bread vending	P 300.00
46. Tecson, Zenaida	Estaca, Minglanilla, Cebu	Additional capital assistance	P 2,500.00
47. Tumala, Estela	Inayagan, Naga, Cebu	Rice cake	P 500.00
48. Ubas, Aquilina	Inayagan, Naga, Cebu	Additional capital assistance	P 500.00
49. Valaquio, Analiza	Estaca, Minglanilla, Cebu	Food vending	P 1,000.00
50. Villafuerte, Belen	Estaca, Minglanilla, Cebu	Fruit vending	P 500.00
TOTAL			P 33,800.00

Philippines: Annex E—Placement Report 1997

PLACEMENT REPORT
For School Year July 1996-July 1997

SCHOOL: Don Bosco Technical Institute-Makati
COURSE: Automotive Technology

DATE GRADUATED: August 17, 1997

NAME	AGE	SEX	DATE REFERRED	JOB TITLE	COMPANY	COMPANY ADDRESS
ABANTO, Jefferson A.	24	Male	Apr-97	Auto-mechanic	Toyota Otis, Inc.	1770 Paz M. Guanzon St., Paco, Manila
ABILGOS, Efraim M.	19	Male	May-97	Auto-mechanic	Makati Autocenter, Inc.	2275 Pasong Tamo Ext., Makati City
ADRE, Noel M.	21	Male	Apr-97	Auto-mechanic	Honda Cars Makati, Inc.	Magallanes Commercial Complex, Makati City
ALBEZA, Christopher S.	21	Male	May-97	Auto-mechanic	Bathala Marketing Industries, Inc.	Ziebart House, Pasong Tamo, Makati City
ALDAY, Franco C.	21	Male	Jun-97	Auto-mechanic	Ultra Car Detailing	
ANTISODA, Rolando R.	19	Male	Jun-97	Auto-mechanic	Citimotors, Inc.	Cor. Don Bosco & Pasong Tamo Sts., Makati City
ARGUELLES, Edmund M.	18	Male	Apr-97	Auto-mechanic	Isuzu Automotive Dealership Inc.	Alabang-Zapote Rd cor. Acacia Ave., Ayala Alabang, Muntinlupa City
BANCASO, Joel C.	19	Male	Apr-97	Auto-mechanic	Honda Cars Alabang	Alabang-Zapote Rd cor. Investment Drive, Ayala Alabang, Muntinlupa City
BANTILAN, Arnold G.	20	Male	May-97	Auto-mechanic	Power City	Parañaque, Metro Manila
BANZUELA, Noli D.	20	Male			Right Track Corp	Merville, Parañaque, Metro Manila
BERROYA, Niño E.	20	Male	May-97	Auto-mechanic	Kilton Motor Corp.	Batangas St. Brgy. Pio del Pilar, Makati City
CADACIO, Abclonio C.	19	Male	Apr-97	Auto-mechanic	Honda Cars Makati, Inc.	Magallanes Commercial Complex, Makati City
CAHLIG, Jr. Reynaldo F.	23	Male	May-97	Auto-mechanic	Kilton Motor Corp.	Batangas St. Brgy. Pio del Pilar, Makati City
CANEDO, Ronald S.	21	Male	Jun-97	Auto-mechanic	Proton Pilipinas Corp.	EDSA cor. Apo St., Mandaluyong City
CARIÑO Patrick E.	21	Male	Apr-97	Auto-mechanic	Honda Cars Quezon Ave.	141 Quezon Ave., Quezon City
COLLAT, Jr. Jaime P.	22	Male	Apr-97	Auto-mechanic	Isuzu Automotive Dealership Inc.	Alabang-Zapote Rd cor. Acacia Ave., Ayala Alabang, Muntinlupa City
CONCHAS, Jay M.	19	Male	Apr-97	Auto-mechanic	Honda Cars Alabang	Alabang-Zapote Rd cor. Investment Drive, Ayala Alabang, Muntinlupa City
CORLIT, Joel Z.	19	Male		Auto-mechanic	Right Track Corp	Merville, Parañaque, Metro Manila
CUEVAS, German L.	20	Male	May-97	Auto-mechanic	Toyota Shaw-Ortigas, Inc	124 E. Rodriguez Jr. Ave., Ugong, Pasig City
DAIZ, Jr. Decoroso E.	19	Male	Apr-97	Auto-mechanic	Titan Ikeda	Asia World, Parañaque, Metro Manila
DAYLO, Ariel G.	19	Male	Apr-97	Auto-mechanic	Honda Cars Makati, Inc.	Magallanes Commercial Complex, Makati City
DEL MUNDO, Erick R.	18	Male	Apr-97	Auto-mechanic	Honda Cars Quezon Ave.	141 Quezon Ave., Quezon City
DELA PAZ, Frederick S.	22	Male	May-97	Auto-mechanic	Kilton Motor Corp.	Batangas St. Brgy. Pio del Pilar, Makati City
DESQUITADO, Louie C.	18	Male	Aug-97	Trainee	Europil Motor Corp.	5566 South Superhighway cor. Finlandia St. Makati City
DIMACALI, Jefferson M.	19	Male	Apr-97	Auto-mechanic	Honda Cars Alabang	Alabang-Zapote Rd cor. Acacia Ave., Ayala Alabang, Muntinlupa City
DIMAFILIS, Adrian C.	20	Male	May-97	Auto-mechanic	Proton Balintawak	EDSA cor. Seminary Rd., Balintawak, QC
DOMINGO, Niño R.	21	Male	Apr-97	Auto-mechanic	Proton Pilipinas Corp.	EDSA cor. Apo St., Mandaluyong City
DURAN, Jr. Bonifacio A.	22	Male	Apr-97	Auto-mechanic	Honda Cars Alabang	Alabang-Zapote Rd cor. Investment Drive, Ayala Alabang, Muntinlupa City

Philippines: Annex F—Summary of Sponsors

**SUMMARY OF SPONSORS FOR BATCH 48/22
SCHOOL YEAR JANUARY 1997-JANUARY 1998**

SPONSOR	TOTAL	TF/SCHOLAR	AMT. COLLECTED	ALLOW/ SCHOLAR	TOOLS	ATA	ATB	ET	EXT	MF	RACT
YATCO FAMILY	10	P 10,000.00	P 100,000.00	none	none	2	2	1	2	2	1
PDIC 50-CLUB	4	P 10,000.00	P 40,000.00	none	none			1	2		1
TECHNOSERVE	2	P 10,000.00	P 20,000.00	none	none				1	1	
NEDA-MAKATI	1	P 7,500.00	P 7,500.00	none	none					1	
FR. JOMAR LEGASPI **	7	P 10,800.00	P 75,600.00	none	none	1	1		2		3
MAKATI FOUNDATION	2	P 10,000.00	P 20,000.00	none	none						2
PDCP-BANK	5	P 10,000.00	P 30,000.00	none	none	2	1		1	1	
AUTOTECH	3	P 10,000.00	P 30,000.00	none	none	1	1			1	
ROTARY AYALA	2	P 10,000.00	P 20,000.00	none	none			1		1	
BPI FOUNDATION, INC.	3	P 10,000.00	P 30,000.00	none	none	2	1				
WORKING HANDS	5	P 10,000.00	P 50,000.00	none	none	1	1		1	1	1
SANTUARIO	1	P 6,000.00	P 6,000.00	P 400.00	none		1				
FR. ROCKY (Dropped)	1	P 5,000.00	P 5,000.00	none	none			1			
OLIZON FOUNDATION	3	P 6,500.00	P 19,500.00	none	none	1		1	1		
COMMANDER AUTO SUPPLY	1	P 10,000.00	P 10,000.00	none	none	1					
COLGATE-PALMOLIVE	1	P 10,000.00	P 10,000.00	none	none			1			
TOYOTA MOTOR PHILS.	5	P 10,000.00	P 50,000.00	P 750.00	P 5,000.00	2	3				
APPLIED AIRCONDITIONING	2	P 10,000.00	P 20,000.00	none	none						2
AMERICAN CHAMBER	5	P 2,500.00	P 12,500.00	P 250.00	none			2		2	1
ADBWA	8	P 10,000.00	P 80,000.00	P 100.00	none	1	2	1	2	1	1
DR. EDDIE HIDALGO	2	P 10,000.00	P 20,000.00	P 500.00	none		1	1			
PNB FOUNDATION	30	P 8,500.00	P 255,000.00	P 500.00	P 1,500.00	7	4	4	6	6	3
MS. JUDY Q. DY	1	P 6,000.00	P 6,000.00	P 400.00	none		1				
OWWA **	4	P 5,000.00	P 20,000.00	none	none			1	1	1	1
TOTAL SCHOLARS	108					21	19	15	19	18	16
TOTAL ENROLLEES	238					39	40	38	37	44	40
% OF SCHOLARS	45.38					53.85	47.50	39.47	51.35	40.91	40
TOTAL AMOUNT COLLECTED			P 937,100.00								

NOTE: ** = for collection

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Prepared by:

MR. JOHNNY M. CABIE
Scholarship Officer-in-charge

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Noted by:

MR. JESUS T. ROMERO
Students Affairs Coordinator

7/31/97

Approved by:

BRO. LOUIS P. PAROLIN
Technical Director

**SUMMARY OF SPONSORS FOR BATCH 49/23/1
SCHOOL YEAR JUNE 1997-JUNE 1998**

SPONSOR	TOTAL	TF/SCHOLAR	AMT. COLLECTED	ALLOW/SCHOLAR	TOOLS	ATA	ATB	EVE	ET	EXT	MT	RACT	SMT
ADMIRAL CUNANAN	2	P 8,500.00	P 17,000.00	P 150.00	none						2		
BUKAS PALAD FOUNDATION ***	5	P 1,800.00	P 9,000.00	none	none	1			2		1		1
BUKAS PALAD FOUNDATION ***	10	P 3,500.00	P 35,000.00	none	none			10					
CONSUELO GOMEZ	1	P 4,000.00	P 4,000.00	P 100.00	none				1				
DB ALUMNI FOUNDATION, INC.	5	none	none	P 40.00/day	none	2	1		2				
INFINIT ONE PRODUCTION, INC.	4	P 8,500.00	P 34,000.00	P 150.00	none				4				
JAKA FOUNDATION ***	5	P 8,500.00	P 42,500.00	P 150.00	none		2			1	2		
KODAK PHILIPPINES, LTD.	3	P 8,500.00	P 25,500.00	P 100.00	none								
MA FOUNDATION ***	5	P 8,500.00	P 42,500.00	P 150.00	none	3				1	1		
MARUBENI FOUNDATION	7	P 9,372.00	P 65,600.00	P 100.00	none		1		2	2	1	1	
METROBANK ***	5	P 10,000.00	P 50,000.00	none	none	2	1		1				1
MR. JESS SIAPNO	1	P 10,000.00	P 10,000.00	none	none		1						
MR. RUDY LAO	10	none	none	P 300.00	none	2	2		1	2	1	2	
MS. GLORIA AGUIRRE	1	P 8,500.00	P 8,500.00	P 150.00	none					1			
NICO BAUTISTA FOUNDATION ***	10	P 10,000.00	P 100,000.00	none	none	1	1		1	2	2	3	
OWWA ***	4	P 5,000.00	P 20,000.00	none	none			1		2	1		
PESFA *	98	P 9,000.00	P 441,000.00	P 500.00	P 500.00	15	17	11	13	17	10	10	5
PNB FOUNDATION ***	30	P 10,000.00	P 300,000.00	P 500.00	P 1,500.00	6	3		3	3	10	5	
PROPELLER CLUB OF U.S.A.	3	P 8,500.00	P 25,500.00	P 150.00	none						3		
ROTARY CLUB OF MAKATI-SALCEDO	10	none	none	P 40.00/day	none	2	2	1			1	4	
SANTUARIO DE SAN ANTONIO	11	P 10,800.00	P 118,800.00	P 125.00	none		5	1	2	1		2	
SHELL FOUNDATION ***	3	P 5,000.00	P 15,000.00	none	none				1	2			
ST. SCHOLASTICA	2	P 10,000.00	P 20,000.00	none	none				1	1			
STOLT NIELSEN *	25	P 20,000.00	P 500,000.00	none	none								25
TOYOTA MOTOR PHILS. FOUNDATION	5	P 10,000.00	P 50,000.00	P 750.00	P 5,000.00	4	1						
TOTAL SCHOLARS	240					38	37	24	34	35	35	28	25
TOTAL ENROLLEES	290					39	40	47	34	37	35	33	25
% OF SCHOLARS	82.76					97.44	92.50	51.06	100	94.59	100	84.85	100
TOTAL			P 2,374,900.00										

Note: *** = payment to be collected * = paid half tuition already

Note: Some has double scholarship (SMT & BP)

Prepared by: *J. M. Cabie*
Mr. Johnny M. Cabie
Scholarship Officer in-charge

Noted by: *Jesus T. Romero*
Asst. Tech. Director

Approved by: *Louis P. Parolin*
Bro. Louis P. Parolin, Sdb
Technical Director

Oct. 15, 1997

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