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**Annual Report Year 1
Girls in the Vanguard:
A Sustainable Systems Approach to Job Training and Placement
For Girls and Young Women**

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Bolivia, Honduras, South Africa, Sri Lanka and Zambia

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I. Overview and Changes

Background

Since September 1986, Salesian Missions/Arlington and Salesian Societies in developing countries have received support from the U.S. Agency for International Development/Private Voluntary Cooperation (USAID/PVC) to strengthen their activities, bringing quality education to poor, disadvantaged and abandoned youth throughout the world. The Salesian Society of Saint Frances de Sales was founded in Turin on December 18, 1859. Its original purpose was to train the unskilled boys migrating to Turin to find jobs. On August 5, 1872, Don Bosco together with Sister Mary Mazzarello founded the Salesian Sisters to train girls. Salesians have 3,100 of their own schools and manage thousands of others for host governments. Today, with the help of USAID/PVC, the Salesian Society is defining an approach to offer skills training for jobs to girls and young women at their once "males only" technical and vocational schools.

Through the "Girls in the Vanguard" (GIV) project, the Salesian Missions/Arlington facilitates the inclusion of girls and young women in Salesian technical and vocational training facilities in five countries: Bolivia, Honduras, South Africa, Sri Lanka and Zambia. The GIV builds community support to train girls and young women in these five sites and to place them in private sector jobs with advancement potential. Under the GIV model, Salesian training programs designed to include females are developed and best practices under these programs are disseminated to Salesian Societies in developing countries around the world as they begin to open their doors to girls and young women. Also through the GIV, existing project offices are strengthened (or new project offices established) to support and facilitate quality Salesian training programs for all youth.

The goal of the project at Salesian Missions/Arlington is to provide leadership in girls' and young women's programming to Salesian Societies in developing countries. The goal of the project at the GIV country sites, Bolivia, Honduras, South Africa, Sri Lanka and Zambia, is to have Salesian-trained girls and young women employed in good jobs. The GIV Project spans from October 1, 2001 to September 29, 2006 and helps fulfill the strategic plan of Don Bosco and Madre Mazzarello to train poor and disadvantaged youth.

Salesians concentrate their work in economically deprived areas where poverty is the norm, hunger and malnutrition common and illiteracy high. Salesian socioeconomic development work aims at providing these poor people the means to achieve economic self-sufficiency, improve their lives and participate in the benefits of their own growth and that of their communities. The principal tool of Salesian socioeconomic development work is to provide

education programs for youth residing in these communities. Salesian education programs include technical and vocational training coupled with personal development support and guidance. The educational process is designed to enhance young men and women's understanding of civic and social responsibilities and of their contribution through honest work to the well-being of their family and their community.

Both boys and girls in the economically deprived areas served by the Salesians often have little or an incomplete formal education. Under-educated girls are often trained for menial tasks and dead-end jobs as cooks, cleaning ladies or domestics. On the other hand, under-educated boys are trained in skills such as welding, auto mechanics, electric wiring, carpentry and cabinet making where they can earn salaries higher than the minimum wage. The Salesians want to provide the same opportunities to girls and young women as they give to boys and young men. This involves integrating the boys' schools and offering the same opportunities to the girls at these schools.

The objective is well founded, but to attain it is more complicated. Not all girls and young women want to be trained in skills heretofore thought to be jobs for boys. Many do not even consider technical or vocational training as an option once they have completed primary school. More often than not, families are not always open to female members' training or employment in jobs that are non-traditional for women. As well, the workplace may not be very receptive – some employers assume that investing in a female is a waste as she will eventually start a family and leave the job. Nevertheless, the first objective of the Salesian Societies is to open courses that have been traditionally for boys to girls and to design new skills training programs that can be offered to both sexes.

Specific objectives for capacity building of the Salesian Missions/Arlington staff are:

1. Technical capacity for supporting programs for girls and young women strengthened;
2. Existing partnerships strengthened and new ones developed in support of girls' and young women's programs; and
3. Fundraising capability improved.

The objectives at the five country sites are:

1. A sustainable project office established;
2. Salesian-trained young women's job skills developed; and
3. Businesses willing to employ young women.

Changes Since the DIP

Some changes in the planning matrices of the DIP were made during the months following its submission; however, the overall project design and related objectives and budget of the GIV did not change. Improvements were made in some of the indicators and targets given in the planning matrices originally submitted. The indicators and targets given for the Salesian Missions/Arlington Office matrix were modified to improve clarity and to provide mid-term as well as End of Project (EOP) targets.

Changes to the country-level planning matrices also involved improvements in the indicators and associated targets. The first and second performance indicators for Objective 2 in the original version were: 1) *Number of young women certified*; and 2) *Performance on motivation survey*.

Two changes to the indicators for Objective 2 were made:

- the original second indicator, *performance on motivation survey* was eliminated
- a new indicator was added to include *number of young women enrolled* as a measurable performance indicator in addition to *number of young women certified*.

The original second indicator, (i.e., *performance on motivation survey*) was initially included as a response to some of the country representatives' concerns that a prerequisite for successful training would be to have some assurance that the young women participants were sufficiently motivated to complete a training program and to actively look for a job. Since the DIP workshop, it has become apparent that many of the young women who apply for the GIV training programs are indeed, highly motivated. It was decided by Salesian Missions/Arlington staff and with consultation from the field that to attempt to quantitatively measure and monitor change in the motivation or self-esteem of trainees is not warranted and would not be a useful performance indicator for Objective 2. Rather than attempting to quantify motivation per se, it was decided that staff in each country should develop a process for maintaining keen awareness about challenges to success that are faced by individual trainees during the program. By doing so, GIV staff can provide assistance to the trainees so that issues arising are assessed and monitored and/or resolved. It was also decided that project staff should have a process for logging unexpected opportunities that serve to facilitate girls' success during the course of the program (e.g., a trainee may meet someone who expresses an interest in hiring her after completion of her course). When this information is recorded on an on-going basis, project staff are kept abreast of individual circumstances where added support and guidance are needed; for example when participants appear to lack self-esteem or who are otherwise at risk for successfully completing the training. The student tracking system or Student Information Management System (SIMS) developed to monitor student progress in completing training and obtaining jobs was adjusted accordingly to provide for a log of any special circumstances that challenge or facilitate a student's success from the time of enrollment and quarterly throughout the life of the project.

As the field sites began to develop their plans for recruiting and training young women at the targeted Salesian Training Sites, it became clear that the training courses themselves were of variable lengths of time. For example, some country teams are focusing on developing Certified Diploma Courses in, for example, Business Administration and Information Technology, while others are introducing small training modules. The Diploma Courses may require 2 to 3 years of continuous training while some of the smaller skills courses may only take a few months. In light of the variable types of training and instructional periods, it was determined that numbers of young women enrolled was as critical a performance indicator as number of young women certified. This is especially true for programs that have longer training periods, such as the 2-3

year courses. Therefore, a new performance indicator to allow for monitoring enrolments in courses as well as certified students was added.

Objective 2 and the revised performance indicators now read:

Objective 2. Salesian-trained young women's job skills developed.

Indicator 1. Increase in number of young women enrolled.

Indicator 2. Increase in number of young women certified.

Overview – Salesian Missions/Arlington

Salesian Missions/Arlington dedicated the first year of the GIV to:

- establishing or strengthening project offices and identifying staff for five sites
- conducting site visits to assure the viability of selected sites for the GIV and to identify alternatives where indicated
- re-visiting and modifying the original proposal design through the development of the Detailed Implementation Plan (DIP)
- developing monitoring and evaluation plans including the development of associated monitoring instruments
- supporting local project offices in start up of their implementation of the work plan given under the DIP

Salesian Missions/Arlington assisted the project offices in hiring key personnel by developing job descriptions and participating in the interview process when possible. They also worked with the project staff in their assessment of needs for physical space and office equipment. In preparation for the DIP Workshop, Salesian Missions/Arlington worked with local staff in researching the country and regional contexts relative to girls' and young women's training and employment. This included collection of baseline information on Salesian programs during site visits. (Much of this information is included in the submitted DIP document.) As the project offices began to take their first steps toward implementing their respective work plans after the DIP workshop, more specific information was collected regarding the constraints and opportunities for girls and young women, particularly as they applied to training and job placement in the specific areas of each country where the GIV is operating. This additional contextual information is presented in the country-specific sections of this report.

The development of Performance Monitoring and Evaluation (PME) Plans for Salesian Missions/Arlington and the five country sites were initiated during the DIP workshop. These were completed in the months following with country project offices receiving support as needed from Salesian Missions/Arlington. In some instances, new monitoring instruments for

the GIV were developed or adapted from existing tools and reporting frameworks that could be applied across offices were developed. A copy of each of the four tools is provided in the attachment of this report, including:

- Labor market survey and instruction guide
- Instrument for measuring institutional capacity development
- Student information management system
- Quarterly performance report framework to be used by Salesian Missions/Arlington and country offices

Labor Market Survey

Recently, the Honduran NGO, CADERH (Centro Acesor para el Desarrollo de Recursos Humanos de Honduras) received technical assistance from USAID to strengthen its network of technical and vocational training centers throughout Honduras. One of the components of the technical assistance was the development of new training courses. Each training center was required to conduct a labor market study in its surrounding communities to justify the economic need for new and enhanced training courses. Salesian Missions/Arlington was able to contract the consultant who worked on developing CADERH's instrument and tasked her with developing a generic labor market instrument that could be adapted at each GIV site. A set of instructions for application of the instrument was also developed and both documents were produced in Spanish as well.

Institutional Development Framework (IDF)

In the months following the DIP workshop, two instruments were developed for monitoring institutional capacity development. One was developed for Salesian Missions/Arlington (IDF-GIV Arlington) and one to be used by the five project offices (IDF-GIV). Both of these instruments were adapted from the Institutional Capacity Development Framework (IDF) and corresponding tools described by M. Renzi¹.

The process of adapting the IDF for the GIV project was iterative; the instruments and associated tools and guidelines were developed in consultation with Salesian Missions/Arlington and five country offices. Although time consuming, the final instrument was comprehensive, yet user-friendly and fine-tuned to the needs of the GIV project offices. The field instrument and associated guidelines and tools were also translated into Spanish for use in Bolivia and Honduras. The instruments were completed by the end of Year 1. The baseline assessments for the field project offices were scheduled for the first half of Year 2; the original schedule for the baseline assessment of institutional capacity is delayed in that it was originally planned for the fourth quarter of Year 1. The work plan for each site and Salesian Missions/Arlington will be modified to reflect this delay. Also, each work plan will indicate that the

¹ Renzi, M. (1996) An integrated TOOLKIT for institutional development. *Public Administration and Institutional Development*, Vol.16, 469-483.

follow-on assessments will be conducted bi-annually in the field and annually at Salesian Missions/Arlington office. Training needs assessments for field staff will be conducted within each country and follows the institutional capacity baseline assessment. Therefore, training needs assessments relative to institutional strengthening is also postponed until the first half of Year 2.

Student Information Management System (SIMS)

Salesian Missions/Arlington worked with the field offices to develop a tracking system to be used for monitoring both the training and job placement of girls and young women participating in the GIV Project. The SIMS is made up of two related Excel spreadsheets. (The Excel spreadsheet was chosen as the platform of choice because field staff is familiar with Excel and have minimal familiarity with any database software packages such as ACCESS.) The first of the spreadsheets consists of a database of student demographics or identifying information. The second spreadsheet is designed to enter progress information on each trainee on a quarterly basis. GIV sites will implement the tracking system in Year 2.

Quarterly Report Framework

In order to assure consistency in reporting across the five country sites, Salesian Missions/Arlington developed a framework for writing the field-based quarterly progress reports. The framework was developed according to the work plans of individual countries and provides for a progress table that tracks performance on each planned activity on a quarterly basis.

Activities by Objectives

Objective 1. Technical capacity for supporting programs for girls and young women strengthened.

The focus of activity by Salesian Missions/Arlington in the first year was toward supporting the field staff in project start-up, including the DIP design and initial steps toward its implementation. However, the Salesian Missions/Arlington staff worked in a participatory manner in the development of the Institutional Development Framework. In this process, critical needs for capacity development were identified and a *GAP Chart* sketching out steps needed to reach target institutional capacity development goals were developed. As discussed above, some improvements in the indicators and targets for this objective have been made to the Salesian Missions/Arlington planning matrix.

Objective 2. Existing partnerships strengthened and new ones developed in support of girls' and young women's programs.

As discussed above, some improvements in the indicators and targets for this objective have been made to the Salesian Missions/Arlington planning matrix. This includes the addition of a new performance indicator that reflects the staff's objective to facilitate support from the Provincial Council in New Rochelle to provide development and leverage funds.

Salesian Missions/Arlington also collaborated with one new partner, Education Development Center (EDC) on submitting a proposal for funding a global distance-learning project. While this proposal was not specific to funding a girls' and young women's program, the contact has been made and future collaboration is possible.

No other new activity toward achieving this objective took place in Year 1. Actions for this activity are scheduled for Year 2 in the work plan.

Objective 3. Fundraising capability improved.

No new activity toward building Salesian Missions/Arlington's fundraising capability took place in Year 1. As documented in the work plan, actions for this activity are scheduled for Year 2. Some improvements in the indicators and targets for this objective were made to the Salesian Missions/Arlington planning matrix (Revised matrix is located in the attachments.)

Overview - Bolivia

Situational Analysis

Bolivian girls and young women are highly motivated to move out of their culturally defined roles as domestic servants and begin to enter the non-domestic, formal labor force. However, in spite of national policy that promotes the advancement of girls and young women through the Reforma Educativa in 1994, the domestic typecasting of women remains very strong and a significant attitude shift will be required for women to realize the opportunities provided for them through the education reforms. As a rule, girls and young women fail to complete formal education, much less enroll in post-secondary education programs because they are expected to stay at home to care for immediate or extended family and/or join the informal workforce typically as domestic servants in order to contribute to the family income.

Within the impoverished regions of El Alto and Cochabamba where the GIV is working, women often come from rural farming communities, speak only their indigenous language and haven't completed their basic education. The cultural norm for these rural families is that girls are not expected to study - they are expected to marry, have children and stay at home. In the case of El Alto, many young women that want to study are often expelled from the home and have to rent rooms close to the school they choose to attend. This living outside of the expected cultural norm can also bring on a series of problems for the young women. In many communities the percentage of single parent (female) households is alarming and the majority of young women work as domestics with little to no pay. The current Don Bosco programs in these regions provide regular education programs (i.e., primary and secondary education programs and after-school tutoring programs) for girls and boys and a substantial number of graduating females from these programs enroll in business-related coursework including graphics, accounting, and secretarial programs. Under the GIV, these latter programs will be upgraded to include English instruction and more state-of-the-art computer courses to increase the competitiveness of the completers in the job market. In addition to improving the quality of these programs, a focus in Bolivia will be to build partnerships with the business community to increase the probability of job placement after training.

Activities by Objective

Objective 1. Existing project office strengthened.

An office in Bolivia, OFPROBOL, was established prior to the GIV Matching Grant award. This office will be strengthened through the GIV. Additional staff with expertise in gender has been hired under the GIV. The staffing pattern originally proposed for Bolivia has changed slightly. Without increasing the budget, site coordinators have been added. This will streamline the monitoring process as someone will be on site and able to report back to the project office.

One of the principle activities under Objective 1 for Bolivia is to build partnerships with local NGOs to collaborate on funding. The Bolivian office has been very active in this regard. Staff had the opportunity to attend the presentation of the final report of USAID's Girls' and Women's Education Activity on research that looked at the effect of integrated literacy and basic education programs on women's participation in social and economic development in Bolivia. They were able to network with local NGOs working with women and start to identify partners for future collaboration. During Year 1, OFPROBOL submitted 15 funding proposals and five of these were accepted for funding in the amount of \$132,000. OFPROBOL has also started to build a database of past donors and potential new donors.

One advantage in Bolivia is that the Salesian Society has a keen interest in improving the position of Bolivian women in society, and is eager to contribute to their development through the provision of technical and life skills training. Furthermore, Bolivia has been very active in promoting gender equity in the country for some time and many local NGOs are engaged in gender programs. There are women in the business sector who can serve as mentors and role models for young women participants in the GIV Project as well and have voiced their support at the Business Advisory Councils (BACs).

In Year 2, the Bolivian staff will build active partnerships with some of the NGOs currently working on gender issues in Bolivia and will bring that expertise into the program as a resource for gender training among the Salesians, training staff and the Cochabamba and El Alto communities.

A consultant was identified and tasked with developing a gender manual to be used not only at the GIV sites, but with Salesian projects throughout Bolivia. The manual will be field tested at the GIV sites early in Year 2 and then finalized.

The institutional capacity assessment, staff training needs assessment and strategic planning session will be completed by the second quarter of Year 2.

Objective 2. Salesian-trained young women's job skills developed.

During the first year, the Bolivia office initiated the process of upgrading the infrastructure of the Superior Professional Don Bosco and Pacifico Feletti schools by obtaining the necessary service procurement quotations. Upgrades will start in Year 2. The next steps with regard to this objective are to identify local consultants - a gender specialist and computer-training specialist to begin developing the gender sensitivity training program and upgrade the business school curriculum, respectively. The terms of references for these consultants were developed and are on schedule for Year 2.

Objective 3. Businesses willing to employ young women.

Presentation materials to promote BAC membership were developed. A set of BAC guidelines was also drafted with assistance from Salesian Missions/Arlington. By the end of Year 1, the BAC had been established in Cochabamba in support of the Escuela Pacifo Feletti. Initial membership includes four professional women: two run their own companies, one is a manager for a large employer in the area and the other is a lawyer and long-time supporter of Salesian activities. In Year 2, the BAC will expand to include a few local businessmen. The Escuela Superior Profesional Don Bosco had not yet formalized its BAC by the end of Year 1. Initial meetings had taken place with businesses that currently employ graduates of the Center; membership will be finalized early in Year 2.

Overview - Honduras

Situational Analysis

The Maria Auxiliadora Parish is located in Comayaguela, an impoverished peri-urban region of the capital of Tegucigalpa. Within Comayaguela, only 30% of the economically active population has a steady job, another 30% is under-employed and the remaining 40% work occasionally. The most prominent jobs are those of selling tortillas, operating stands at the market place that sell office supplies or household supplies, blacksmiths, carpenters and bricklayers. Another small group lives from reselling scraps found at the local garbage dump. The majority of families residing in this community are single parent (female) households. Jobs held by women are typically in the informal sector as domestics, street vendors and/or day laborers on farms.

In Honduras, girls complete primary school at an equal or better rate than boys. But, beyond primary school, access is an issue for all students. In 2000, the Ministry of Education reported 9,423 primary schools (Grade 1-6) and only 883 secondary schools (Grade 7-9). In addition, students are required to cover the cost of uniforms and materials. The inadequate numbers of secondary schools available and associated costs makes going beyond primary school a constraint for most families in Comayaguela. Also, given the limited number of schools, schools are quickly filled to capacity and many students are turned away. A large number of school-aged youth do not even apply to secondary school as they are expected to help to support their households, which in turn forces them to enter the informal working sector at an early age. By the age of 14, many girls in Comayaguela are "acompanada" (partnered) and

become single mothers. Many do not view technical training as an option to continue their studies to earn a decent living.

Staff from the project office conducted discussion sessions with girls from the parish to talk about training and employment. They were specifically asked to comment on what training courses would appeal them, especially given that courses at the Centro Tecnico Don Bosco are traditionally for boys. They were also asked about their expectations in terms of employment. The majority wanted an education that allowed them to be accepted easily in the marketplace because they needed to help their own family, earn respect within the family unit, peer groups, and the community. They also wanted to continue their formal education if possible.

The Salesians working in the Maria Auxiliadora Parish provide after-school tutorial programs to help youth that are lucky enough to continue their studies in the school system. This after-school program compensates for the limited quality provided by the local schools. The GIV will recruit girls from the Maria Auxiliadora Parish and these Salesian academic support programs will provide a base from which to begin the selection process for the technical training programs. In Year 1, there were only three girls participating in the technical training programs at the Center. One was enrolled in welding, one in carpentry and the other in upholstery.

Activities by Objective

Objective 1. Sustainable project office established.

Honduras staff was on board by the third quarter of Year 1. Despite the late start, they were able to get the project up and running quickly. An Advisory Council was immediately set up to guide the GIV and other activities of the project office; it includes representation from both the Centro Tecnico Don Bosco and the Maria Auxiliadora Parish. The Council was quickly brought up to speed on the GIV and planned activities over the LOP.

During the last month of Year 1, project staff aggressively promoted the GIV to several groups. They made presentations to the Salesian religious community (including the nuns and parish personnel), to the staff at the Centro Tecnico Don Bosco and the parents of the youth currently enrolled, to local NGOs (CADERH and INFOP), government officials (Ministry of Labor, National Police, National Institute for Families and Children), to the European Community, to the National Pedagogical University and to potential beneficiaries. Staff also attended the Regional Education Exchange in San Pedro Sula, Honduras sponsored by USAID/EGAT/ED/LAC. Staff gained valuable information on lessons learned from education projects developed in Central, South and North America and the Caribbean. They were able to network and promote the GIV to donors, NGOs and other organizations working in support of education in Honduras.

The GIV is also coordinating closely with INFOP (National Institute for Vocational Training), one of the Honduran NGOs responsible for national accreditation of technical training programs. GIV staff has been trained by INFOP to utilize their methodology for the screening and admissions process for new students. This methodology will be employed as of 2003 for all new

students enrolling at the Centro Tecnico Don Bosco, not only those participating in the GIV. This process will improve and complement the existing admission procedure.

The project office has also started to develop partnerships with government institutions. They will provide technical assistance in their areas of expertise to all the students at Centro. Staff from the Ministry of Labor will train the students about government requirements for opening a business, where to look for employment, and inform them on their rights and obligations of employers. The National Institute to Prevent Drugs and Alcoholism and the National Police of Honduras will conduct education seminars for all students on prevention of drugs and involvement with gangs. The project office staff also coordinated with the Ministry of Health to conduct a vaccination campaign to provide tetanus vaccinations to students.

Two proposals were submitted to secure funds for renovations needed in the Center where new computer training programs are being developed under the GIV. An individual donation in the amount of EU5000 was obtained through the German Children Mission for computer textbooks. Staff also developed a financial regulation system to be used to monitor the funds under the GIV and is awaiting final approval from the Advisory Council.

The institutional capacity assessment and gender awareness outreach scheduled for Year 1 will be conducted in the first quarter of Year 2.

Objective 2. Salesian-trained young women's job skills developed.

Swiss Educational Foundation donated the services of a consultant with expertise in vocational training. A technical evaluation was conducted of the Centro Tecnico Don Bosco's programs, infrastructure and equipment. This assessment provided valuable information and steps are in process to fulfill most of the recommendations: improving students' security; increased coordination between workshops; removal of outdated equipment and purchase of new equipment. This report also provided a basis from which new funding proposals were developed in support of continued infrastructure improvements.

Steps were also initiated toward upgrading the infrastructure and relevant curriculum of the Center to improve access for girls and young women and to ensure that the new or modified curricula (for the programs targeted for GIV participants) are aligned with market demands and the interests of potential female trainees in the region. The first area of technical programming that is being developed is Information Technology and Computer Literacy. A local consultant was hired to draw up an educational framework for the program. The application process for course and certification approval from the Honduras Advisor Center for the Development of Human Resources (CADERH) computer-training program at the Centro Tecnico Don Bosco was initiated.

Objective 3. Businesses willing to employ young women.

While work under this activity was not scheduled until Year 2, staff has been active in seeking out potential members for the BAC. The GIV sponsored an open house at the Centro to promote project activities to the business community and lay the groundwork for the BAC. Additionally,

staff worked with Salesian Missions/Arlington to develop a set of guidelines for the BAC. A first draft was developed and distributed to potential BAC members for their input.

Overview – Republic of South Africa

Situational Analysis

The unemployment situation is one of the constraints relative to the training and employment of girls and young women. Another constraint is lack of skills. For those who have appropriate and adequate skills, this scenario changes and jobs are more readily available. However, even when training programs are available it is difficult for youth living in impoverished areas such as those served by the GIV Program to participate in these programs. Some of these challenges are: funding constraints; travel to post-secondary training venues or universities is unsafe and costly; young women in particular need to continue to reside near their families as they care for children and work to support an extended family and therefore programs that require in-resident training is often not a viable choice. The safety of girls and young women is also a growing risk all across the Republic of South Africa (RSA), but in particular in poverty stricken and over-populated areas where the GIV is concentrating their work. Statistics show that the rate of violent crime and murder are among the highest in the world, outstripping Colombia (60 out of every 100,000 of the population are victims.) Finally, the rates of HIV/AIDS among the female population and the absence of funds for adequate healthcare further challenge the goals of job training and employment for girls and young women in the workplace. The young women may suffer from AIDS-related illnesses themselves or may be required to care for orphaned children in their immediate and extended families. In the latter situation, young women are not able to complete training programs or maintain a job.

Activities by Objective

Objective 1. Sustainable project office established.

By the end of Year 1, staff had been hired for the project office and they began developing project monitoring systems, including personnel management, financial management and fundraising systems. The project office began the process of registering with the South Africa Institute for Fundraising. Considerable exploration of the requirements to obtain legal status as an NGO in South Africa took place. The Project Office was organized in a manner that was acceptable to the Salesian Society and was in compliance with requirements of the Public Benefit Organization (PBO). Registration as the latter is required by the South African Revenue Services in order to have tax-exempt status.

As with the other sites, the baseline assessment of institutional capacity was postponed to Year 2 and will be followed by the training needs assessment.

Objective 2. Salesian-trained young women's job skills developed.

The RSA project office has designed a program that involves preliminary Life Skills training to assist participating girls and young women overcome some of the many challenges faced in their pursuit of vocational training and employment. Through focus group discussions with community members from the Cape Flats, a decision was made that the most marketable and feasible training program would be training in computer literacy and information technology. Course work for both the Life Skills and Computer Literacy components of the training were developed with the assistance of a local consultant. The curriculum parallels that from the University of South Africa's Applied Computer Literacy and Office Management Course. The application process to register the new Salesian course with the South Africa Education and Training Association (SETA) was initiated, though still outstanding. The original space conceived to accommodate the training was the Salesian Institute in Cape Town; however, the needed renovations were not scheduled to be completed before the training is due to begin in October of Year 2. The St. John Bosco Parish in Mitchell's Plain agreed to donate a hall for the first half of the training while the necessary renovations are made to the Salesian Institute. A total of 29 candidates for the first training program were recruited from the Mitchell Plains area of the Cape Flats.

Objective 3. Businesses willing to employ young women.

Project Office staff made individual and direct contacts with potential employers in the region, including administrative staff from the Grandwest Casino, SPAR supermarket, N1 City shopping complex, Vodacom and Holiday Inn. All employers expressed an interest in the program and in participating in the BAC. The first BAC meeting is scheduled for the first quarter of Year 2.

Overview - Sri Lanka

Situational Analysis

In addition to technical training for boys, the four Salesian training sites identified to participate in the GIV in Sri Lanka provide academic reinforcement courses to both boys and girls enrolled in secondary schools. Overall, girls that complete secondary school rarely participate in post-secondary school training programs that provide the skills training needed for employment in jobs that have advancement potential. The cost of post-secondary school training as well as traditional values that keep girls and young women either unemployed or in the lowest paying positions such as domestic workers or textile workers in factories severely hinder the advancement of girls and young women in Sri Lanka, particularly in the regions being served under the GIV. One other constraining factor is that in these regions, many of the adult women in families travel outside of Sri Lanka to neighboring countries to obtain higher paying domestic positions. This leaves the girls and young women in the families with the responsibility of caring for the home and young children in the absence of the female heads of households. Young women who are left with the responsibility of caring for the home and raising children are not able to complete training programs or maintain jobs. Young women

living in such unsupervised conditions, particularly in the impoverished and war torn regions where the GIV Program is operating, are also at risk for becoming victims of sex trafficking.

Activities by Objective

Objective 1. Existing project office strengthened.

Gender sensitization training was initiated in last quarter of Year 1 with formal training programs for the directors of the four Training Centers, new GIV trainees and their families, and selected members of existing BACs and Past Pupil Associations (PPAs).

The staffing pattern originally proposed for Sri Lanka has been modified. Given the distances involved and time required to manage and monitor four sites, the project office proposed that the salary line item be adjusted (without increasing the line item) to include a site coordinator at each training center. Staff developed job descriptions and started to identify potential candidates for each center. By the end of Year 1, site coordinators had been identified for three of the four training sites, Negombo, Nochchiyagama, and Kandy. By the second quarter of Year 2, all should be hired. With regard to fundraising, a database of prospective donors was developed.

As with the other sites, the baseline assessment of institutional capacity was postponed to Year 2 and will be followed by the training needs assessment for project office staff. Also in Year 2, staff will begin to make contacts to establish partnerships with potential development partners.

Objective 2. Salesian-trained young women's job skills developed.

As discussed in the DIP document, few girls and young women have in the past participated in the Salesian technical programs. Rather, their participation has been limited to religious instruction and tutorial programs in basic and secondary education. The GIV Program recruits female graduates from the public schools and supports their participation in current Salesian programs or pilot programs established with training partners outside of the Salesian schools. By the end of Year 1, seven girls were enrolled in Diploma-level computer courses in Nochchiyagama; another 14 were enrolled in programs with training partners.

In order to get the GIV up and running quickly, a pilot program with training partners was developed for Year 1. Organizations that offered programs that were not available at the four GIV sites were contacted about accepting girls that had completed secondary school and the Centers' tutoring programs. A total of 14 girls were placed in programs that will prepare them for careers in nursing, the clothing industry and professional cookery. In Year 2, efforts will focus on integrating girls into existing Salesian programs rather than sending them offsite for training. A few girls will continue with the outside Professional Cookery program and spend time working with the Cookery programs at the Salesian Centers. The Salesian Cookery program is still in development and the expertise of girls trained by the National Hotel Institute will serve to strengthen the course at the Centers that offer the program. In Year 2, new fields will be identified for training girls at Don Bosco Centers.

An assessment of the infrastructure at the four training sites was also conducted, identifying needs for separate washroom facilities for girls in all four training sites and additional equipment needs for the computer programs in two of the sites, Negombo and Nochchiyagma. The computer training syllabi in all four Centers was reviewed. An updated curriculum entitled “Computer Diploma in Information Technology” was developed for use in three of the four sites. By the end of Year 1, Nochchiyagma had implemented the new curriculum. The other sites will follow in Year 2.

Project staff has been working with the Center to access PPAs already in place. The PPA in Palliyawatte is very active and has started to raise money to support the GIV participants from their Center.

Objective 3. Businesses willing to employ young women.

Even though these activities have been scheduled for Year 2, Project Office staff started working with the four centers to begin to establish BACs.

Overview - Zambia

Situational Analysis

Working girls and young women in Zambia are employed in agriculture as commercial field or subsistence farm workers or may be employed in the textile industry as tailors. However, both of these job markets are at risk today. Zambia is one of four countries in southern Africa that has been experiencing agricultural crises due to untimely rain and drought in the region. The textile trade is also being compromised by the rise in inexpensive imported clothing and textiles. Girls and young women in Chingola, where the GIV will be implemented, are seriously disadvantaged with regard to formal education or skills training. In this region, girls and young women are not expected to obtain more than basic education. When school fees are required, boys in the family are considered a better investment for education. Girls and young women shy away from skills training for jobs that are intended for boys because:

- They are ridiculed by peers for engaging in activities meant for boys.
- Training is perceived as a hindrance to marriage because potential husbands view a woman’s education as competition.
- There is a pressing need to care for young children in the home, particularly in families where there is HIV/AIDS or other debilitating illness.

Chingola is located in the heart of Zambia’s copper industry and there is promise for upgrading some of the courses to better serve the female population. At present only 34 females are enrolled in the program and the majority of them are enrolled in the tailoring course which appears to be a risky trade given the upsurge of imported clothes and textiles. The Chingola Don Bosco training center has yet to incorporate a computer literacy and/or information

technology-training program. It was decided that the introduction of this coursework would not only appeal to females and increase their employment opportunities in the region, but the introduction of computer coursework would broaden the scope of existing training programs at the center.

Activities by Objective

Objective 1. Sustainable project office established.

The Zambian team had a late start. Interviews were conducted in August with the help of the Program Director from Salesian Missions/Arlington and staff started working in September. Once in place, a seminar with the Salesian Provincial Staff was conducted to orient new project office staff on Salesian ethics and operations and also to provide more information on the GIV project, its goals and activities, to the entire Salesian religious community. Project Office staff made a site visit to the Chingola Training Center in September and set up a schedule for a gender-training workshop for early in Year 2.

Project Office staff attended a four-day workshop on gender and HIV/AIDS sponsored by The Forum for Women Educationists of Zambia (FAWEZA). This training will be incorporated into training to be conducted under the GIV. Additionally, FAWEZA has expressed an interest in collaborating with the GIV. The project office also submitted an application for membership with the Non Governmental Organization Coordinating Committee (NGOCC) in Zambia. NGOCC is a network of NGOs working on women's issues.

As with the other sites, the baseline assessment of institutional capacity was postponed to Year 2 and will be followed by the training needs assessment for project office staff and the development of a strategic plan.

Objective 2. Salesian-trained young women's job skills developed.

GIV staff initiated a review of existing programs at Chingola and Lufubu to determine how to make these courses accessible and attractive to girls. For instance, the computer literacy course will be flexible and take into account the fact that many young women have household responsibilities such as looking after their siblings.

A consultant was identified to conduct the labor market study in Chingola and the surrounding areas. An instrument was developed based on the model provided by Salesian Missions/Arlington. This work should be completed and a report submitted by the first quarter of Year 2.

An additional consultant was identified to assist the staff at the Chingola Don Bosco Training Center to develop the new program in Information Technology and Training. This activity is scheduled for the first quarter of Year 2.

Objective 3. Businesses willing to employ young women.

Activities for this objective will commence in Year 2.

II. Constraints, Unexpected Benefits and Lessons Learned

Salesian Missions/Arlington

The matching grant was awarded and signed at the end of the first quarter of Year 1 and this delayed implementation. This delay had a domino effect in getting funds to the field, conducting sites visits, hiring staff, conducting the DIP Planning Workshop and submitting the DIP. However, all work is now on track and by the end of the second quarter, Salesian Missions/Arlington, as well as the five sites, should be back on track.

The capacity building specialist on the grant resigned in June and as of the end of Year 1, a new person had not been identified. This is only a half-time position and this makes the position difficult to fill.

Bolivia

In the original DIP, Bolivia identified three sites for implementation of the GIV: the Escuela Superior Profesional Don Bosco in El Alto, the Escuela Pacifico Feletti in Cochabamba, and the Escuela Tecnica Miguel Magone in Santa Cruz. After conducting a site visit, the Escuela Tecnica Miguel Magone was eliminated as a GIV site due to the school's limited capacity to support the project. There are a large number of other projects on-going at the Miguel Magone and inadequate staff to handle them. The Bolivian team, with the endorsement of the GIV Project Director, decided to focus on the Don Bosco Technical Center in El Alto and the Pacifico Feletti training site in Cochabamba.

One of the challenges in Bolivia is that the business communities often train their own employees rather than hire staff trained from other institutions, particularly in the mechanical and electrical trades. Although the Salesians are training women in graphics arts, it appears that this labor market is saturated. Further consultation with the BAC membership and the formal conduct of a labor market survey in Year 2 will assist the Bolivian team in addressing this issue.

Honduras

One of the primary challenges in Honduras is that with a limited number of seats available at the Centro Tecnico Don Bosco (i.e., 180 maximum), the introduction of girls into the program translates into a reduction in the number of boys at the school. It is possible that there may even be a displacement of boys currently in the program. In order to resolve this, a plan to expand the school to allow for increased numbers of students is underway. However, until the expansion is completed there is concern from the Centro that they will not be able to maintain the same numbers of male students.

There is concern from the Honduras team that the target number of girls is too high, particularly when the training programs are two years in length and those enrolled in 2005 and 2006 will not have completed their course of study by the EOP.

South Africa

Unemployment figures in the Republic of South Africa are high, ranging from 25 to 30% nationwide, with even higher levels of unemployment among residents from disadvantaged areas. This problem is exacerbated because of the costs and security risks in traveling long distances from many of the impoverished regions (e.g., Mitchell Plains in Cape Town) to the business centers in Cape Town.

In response to this situation, the RSA team is including a strong Life Skills course prerequisite to its computer literacy training. The course will address some of the issues related to transportation and safety. Individualized support to female participants will be provided through RSA staff in resolving some of the problems that challenge individual success in completing training and obtaining a job.

South Africa's equity laws are designed to mobilize businesses to hire women in jobs that were previously held by men only. This is an opportunity driven by policy that should facilitate the GIV achievement of its goal to get women in good jobs. However, there is not currently any venue for training women in some of the male-dominated vocations such as carpentry and welding, and plumbing. In Year 2, the project office will continue to look for potential venues for such training in addition to providing the rehabilitation of the Salesian Institute to host the computer-training program.

Sri Lanka

One opportunity that has surfaced in Sri Lanka is an interest in developing partnerships with certain key non-Salesian training institutions. In so doing, the Sri Lanka team is sponsoring 22 girls in the short-term to attend classes in one of the following courses: professional cookery; clothing industry (i.e., Quality Control and Production Management, respectively); basic nursing; and banking. The training partners have responded favorably to the caliber of students provided by the Don Bosco Centers and many have expressed their interest in continuing to train girls as well as boys from the Centers. While new students at these partner sites will not continue to be sponsored under the GIV, the four Centers can build on the relationships established and continue to send students.

Zambia

In Zambia, girls are highly stigmatized into believing that they cannot do jobs that are traditionally for men. Therefore, girls rarely sign up for such training courses and when they do attempt to seek training in these areas they are criticized and ridiculed to the extent that they drop out before completing the course. Under the GIV, gender awareness training will attempt to address this issue – not just with the girls but with the boys, teachers and parents to start to create a climate in which girls can be trained as well as boys in these technical areas. Project office staff will need to concentrate their efforts on working within the communities where the girls live.

Another constraint in Zambia is that many of the girls either have children of their own or have the responsibility of taking care of their sibling as families in Zambia have been devastated by the AIDS pandemic. The girls have no one else to watch the children while they attend school. In most cases, this situation does not affect boys in Zambia because they are not expected to watch their siblings – and only do so if there is no girl-child available.

III. Changes in Project Design

In Section B of the DIP under Program Design it was noted that the objectives presented in the original application were field-based and did not relate to building the capacity of the Salesian Missions/Arlington. Therefore, the objectives presented in the DIP were modified without changing the overall structure of the program. When the Salesian Missions/Arlington staff attended the DIP Orientation Workshop in October 2001, it became clear during the review of submitted planning matrices that the original application contained broad-based objectives, indicators and activities that focused on building capacity in the field – but not in the Arlington office. Nothing had been proposed to measure institutional capacity at Salesian Missions/Arlington. The planning matrix was then modified in consultation with Arlington staff to reflect results that could measure institutional capacity development at Salesian Missions/Arlington over the life of the project. This draft matrix was then submitted to PVC (prior to submitting the final DIP) and approved. After the DIP was submitted in July 2002, the SALESIAN Mission/Arlington planning matrix was revised even further to be more closely aligned with the capacity development objectives of the staff. This final revised matrix with mid-term and LOP targets is included as part of the attachments.

The revised country planning matrices were then submitted to PVC for review in February 2002. PVC staff then met with the GIV program director in March to provide feedback. While the planning matrixes were clear, the matrices needed to reflect the individual activities in each country. At this time, it was then decided that individual country planning matrices would be finalized at the DIP Planning Workshop sponsored by the Arlington office in May 2002. At the workshop, the entire GIV team was able to come up with indicators that were clear, concise and measurable across sites. While each GIV country is in a different stage of development, the indicators are manageable. These planning matrices have been further revised to include mid-term and EOP targets and are located in the attachments.

IV. Budget and Expenditures

The USAID portion of the Headquarters budget remains unchanged. However, we have expanded the line items of the Counterpart budget to include the Excess Property Program and salaries for current staff members that contribute to the Matching Grant. In addition, individual countries are also now submitting budgets to the Arlington office that clearly detail their match for local staff.

It should also be noted that given the late start up, the full match was not met. Also, any funds that were not expended in Year 1 were rolled over to Year 2. Of the funds that remained for the DIP Workshop, 15% was moved to travel and the remainder to training.

ATTACHMENTS

**Annual Report Year 1
Girls in the Vanguard:
A Sustainable Systems Approach to Job Training and Placement
For Girls and Young Women
Cooperative Agreement No. HFP-A-00-01-00015-00**

1. Addendum to DIP
2. Revised Planning Matrices
3. Labor Market Survey and Instruction Guide
4. IDF Instruments
5. Student Information Management System Instruments
6. Quarterly Report Framework

Addendum to the Detailed Implementation Plan
Girls in the Vanguard:
A Sustainable Systems Approach to Job Training and Placement
For Girls and Young Women
Cooperative Agreement No. HFP-A-00-01-00015-00

Please note the following:

1. On page 4, B.1.1 - this change to objectives is further clarified in this Annual Report under clarified under Section III, Changes in Design.
2. On Page 15, Activities, paragraph 1 states that the Arlington office will provide the assessment instruments. Please note that all instruments developed by the Arlington office are done in collaboration with the GIV sites.
3. Although not resubmitted in this Annual report, but noted in this report under the Institutional Development Framework, all work plans will be modified to include subsequent capacity assessments.

Arlington Office - Revised

B4. Planning Matrix – Arlington Office - Revised

Program Goal: Leadership in girls' and young women's programming provided							
Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
1. Technical capacity for supporting programs for girls and young women strengthened.	<p>Score on Institutional Development Framework adapted for the Arlington Office (IDF-GIV Arlington)¹</p> <p>Number of Salesian Missions using information from Best Practices Handbook² and GIV Newsletter³</p> <p>Number of country requests for technical assistance for developing training programs for women that are responded to in a timely and effective way⁴</p>	X			X	<p>>By Midterm, 60% of the IDF-GIV Arlington resource components obtain an average score of 3 and the remaining 40% obtain an average score of 2.</p> <p>>By EOP meet criteria for <i>high performance</i>⁵ on IDF-GIV Arlington.</p> <p>>By end of Year 2, Salesian Missions in developing countries receive copy of quarterly GIV Newsletter.</p> <p>>By end of Year 4, Salesian Missions in developing countries receive copy of Best Practices Handbook</p> <p>>By EOP, 10% of recipients of newsletter and handbook begin training programs for girls and young women.</p> <p>SM/Arlington responds to 10 requests for technical support and/or training regarding programs for girls and young women</p>	<ul style="list-style-type: none"> ▪ Conduct baseline assessment. ▪ Conduct staff training needs assessment and strategic plan in areas including but not limited to: project management and fund raising, monitoring and evaluation, staff professional development ▪ Develop and implement monitoring and evaluation system ▪ Develop and disseminate GIV Newsletter ▪ Develop and disseminate Best Practices Handbook ▪ Survey recipients of Newsletter and Handbook to ascertain the extent to which information received is utilized for beginning programs that include girls and young women.

¹ Adapted from the Institutional Development Framework (IDF), USAID Center for Development Information and Evaluation.

² Best Practices Handbook: A compilation of GIV best practices for supporting girls' and young women's technical training programs and employment opportunities.

³ Vanguard Newsletter: Key activities of GIV field sites and Arlington office highlighted.

⁴ *Timely responses* are initial contact responses by phone, e-mail, fax, or post that are made within one week of request for support. *Effective responses* are responses that, within budget constraints, successfully meet the needs of the field with respect to girls' and young women's programs.

⁵ Criteria for *high performance*: 60% of the IDF-GIV Arlington resource components obtain an average score of 4 and the remaining 40% obtain an average score of 3.

Arlington Office - Revised

Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
<p>2. Existing partnerships strengthened and new ones developed in support of girls' and young women's programs</p>	<p>Demonstrated support of from the Provincial Council in New Rochelle to facilitate the efforts of the Arlington Office in extending technical assistance in development programming (especially related to girls and young women programs) to Salesian Missions in developing countries.</p> <p>Global electronic information network (i.e., e-mail list serve communications network) about technical programs for girls and women established and utilized by Salesians worldwide</p> <p>Number of funding proposals in partnership with other development organizations submitted</p>	<p>X</p>		<p>X</p>	<p>X</p>	<p>>By end of Year 3 Provincial Council recognizes the Arlington Office as a resource to help Salesian Societies design programs and compete for funds, and provides travel funding for this purpose.</p> <p>>By EOP the Provincial Council, in consultation with Rome, facilitates the Arlington Office in their provision of technical assistance to Salesian Societies through both development and leverage funds.</p> <p>>By end of Year 2, list serve e-mail network established and list serve network accessed by Salesians in 25% of the targeted developing countries worldwide.</p> <p>>By the EOP, list serve is accessed by Salesians in 50% of the targeted developing countries on the network.</p> <p>>By end of Year 2, one funding proposals submitted in partnership with other development organizations.</p> <p>>By EOP three proposals submitted in partnership with other development organizations.</p>	<ul style="list-style-type: none"> ▪ Conduct public relations activities with public and private sector and Salesians worldwide ▪ Network with development community and consultants by, for example, attending various workshop, meetings, and seminars in development

Arlington Office - Revised

Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
3. Fundraising capability improved	Increase in donations received from Foundations and Corporations from annual baseline of 1 major donation from 1 Foundation and 6 smaller donations from other Foundations.	X			X	<p>>By end of Year 2, minor donations expanded from 6 to 8 Foundations or Corporations.</p> <p>>By end of Year 4, minor donations obtained from 10 different Foundations or Corporations.</p> <p>>By the EOP, annual major donations increased from 1 to 2 and a total of 12 minor donations received from Foundations or Corporations.</p>	<ul style="list-style-type: none"> ▪ Develop and implement improved fundraising strategy for SM/Arlington office: build staff knowledge and skills in fundraising; identify potential funding sources; set targets and market/network with prospective donors; submit project funding proposals

Bolivia - Revised

B4. Planning Matrix – Bolivia - Revised

Program Goal: Salesian-trained young women are employed in good jobs ¹ Indicator: Number of Salesian- trained young women employed Target: By Midterm 50 Salesian-trained young women employed; By EOP 200 Salesian-trained young women are employed.							
Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
1. Existing Project Office strengthened	Score on Institutional Development Framework adapted for the GIV Project Offices (IDF-GIV) ²	X		X	X	>By Midterm, 60% of the IDF-GIV resource components obtain an average score of 3 and the remaining 40% obtain an average score of 2. >By EOP meet criteria for <i>high performance</i> ³ on IDF-GIV.	<ul style="list-style-type: none"> ▪ Hire additional staff ▪ Attend DIP workshop ▪ Conduct institutional capacity assessment ▪ Conduct training needs assessment ▪ Develop training programs ▪ Develop external partnerships ▪ Conduct staff training in gender and development programming for girls and young women ▪ Develop portfolio of potential development projects that are aligned with the needs of the community ▪ Attend mid-term workshop in Washington, D.C.

¹ Good jobs are defined as jobs within the private sector that offer opportunity for salary advancement.

² Adapted from the Institutional Development Framework (IDF), USAID Center for Development Information and Evaluation.

³ Criteria for *high performance*: 60% of the IDF-GIV resource components obtain an average score of 4 and the remaining 40% obtain an average score of 3.

Bolivia - Revised

2. Salesian-trained young women's job skills developed	<p>Increase in number of young women enrolled</p> <p>Increase in number of young women certified⁴</p>		X	X		<p>By Midterm, there will be an increase in the number of girls and young women enrolled in the new IT course and additional technical ⁵courses from 45 to 100</p> <p>>By EOP, there will be an increase in the number of girls and young women enrolled from 100 to 270⁶</p> <p>>By Midterm, there will be an increase in the number of girls certified in the new IT course and additional technical course courses from 30 to 65.</p> <p>>By EOP, there will be an increase in the number of girls certified from 65 to 200</p>	<ul style="list-style-type: none"> ▪ Provide gender awareness training at target schools, (personnel, male and female students, family members, others) ▪ Conduct gender awareness with Salesian community, private sector, others. ▪ Establish and mobilize PPAs at target schools ▪ Conduct surveys (labor market, girls) ▪ Improve/design training programs based on survey results ▪ Develop and implement new training programs ▪ Assess equipment and program needs for computer course ▪ Assess infrastructure needs ▪ Make improvements
3. Businesses willing to employ young women	Number of businesses committed to employ Salesian-trained young women	X	X	X	X	<p>> By Midterm 10 businesses are committed to employ a total of 20 young women</p> <p>>By EOP 15 businesses are committed to employ a total of 60 young women</p>	<ul style="list-style-type: none"> ▪ Identify current business contacts for BACs ▪ Establish new business contacts to organize BACs ▪ Establish BACs (include PPA members where possible) ▪ Develop BAC work plan to support training programs and women's empowerment ▪ Develop and implement strategies to identify and commit employers to hire Salesian-trained young women

⁴ Certified is used here to represent a graduate's success in meeting specific criteria used to measure their ability to apply the skills and knowledge learned in the training course and will vary across courses and countries. Where they exist, established criteria given by national technical training programs will be used to establish course-specific certificates.

⁵ For example, at the El Alto technical center, females traditionally enroll in the printing and graphics courses. The GIV will focus on increasing enrollments in the other technical areas offered at the Center. In Cochabamba, females are currently enrolled in the general business program and GIV will concentrate on increasing the numbers in the new IT program.

⁶ This number assumes attrition and recognizes that participants enrolled in Years 4 & 5 may not be certified by EOP.

B4. Planning Matrix – Honduras-Revised

Program Goal: Salesian-trained young women are employed in good jobs ¹							
Indicator: Number of Salesian- trained young women employed							
Target: By Midterm 50 Salesian-trained young women employed; By EOP 200 Salesian-trained young women are employed.							
Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
1. Sustainable Project Office established	Score on Institutional Development Framework adapted for the GIV Project Offices (IDF-GIV) ²	X		X	X	<p>>By Midterm, 60% of the IDF-GIV resource components obtain an average score of 3 and the remaining 40% obtain an average score of 2.</p> <p>>By EOP meet criteria for <i>high performance</i>³ on IDF-GIV.</p>	<ul style="list-style-type: none"> ▪ Open and equip Project Office ▪ Hire Project Director and Gender Specialist ▪ Participate in DIP Workshop ▪ Conduct baseline institutional capacity assessment ▪ Conduct training needs assessment ▪ Develop and implement strategic institutional development plan according to results of baseline assessment and training needs assessment (e.g., develop project management systems, accounting systems, training programs using local training consultants in appropriate areas) ▪ Investigate external resources for training and technical assistance and develop related database ▪ Identify relevant development partners and collaborate in program design and fundraising ▪ Conduct site visit to another Salesian Project Office in Central America ▪ Identify and investigate funding priorities of active donors in the region ▪ Prepare & submit proposals to prospective donors (international and national) ▪ Attend mid-term workshop

¹ Good jobs are defined as jobs within the private sector that offer opportunity for salary advancement.

² Adapted from the Institutional Development Framework (IDF), USAID Center for Development Information and Evaluation.

³ Criteria for *high performance*: 60% of the IDF-GIV resource components obtain an average score of 4 and the remaining 40% obtain an average score of 3.

Honduras-Revised

Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
2. Salesian-trained young women job skills developed	Increase in number of young women certified ⁴		X	X		<p>By Midterm, there will be an increase in the number of girls and young women enrolled in non-traditional courses from 3 to 100</p> <p>>By EOP, there will be an increase in the number of girls and young women enrolled from 100 to 300⁵</p> <p>>By Midterm, there will be an increase in the number of girls certified in non-traditional courses from 0 to 50.</p> <p>>By EOP, there will be an increase in the number of girls certified from 50 to 200.</p>	<ul style="list-style-type: none"> ▪ Conduct outreach programs in gender awareness targeting: Salesians, male students at Don Bosco Center, and instructors ▪ Obtain technical assistance to evaluate infrastructure improvements that would increase access for female students ▪ Improve facilities according to recommendations ▪ Using external technical assistance, evaluate the current training programs at Don Bosco to identify critical areas of improvement that would improve the employability of graduates ▪ Enhance existing programs as indicated, including the computer training components ▪ Recruit female students ▪ Using local development agencies with special expertise in “life skills training”, design and conduct human development seminars for students ▪ Design and conduct module in resume development, presentation and interviews techniques, ethics for students ▪ Help establish PPA, provide assistance in their organization, and mobilize the membership to provide mentorship programs for female participants in the GIV

⁴ Certified is used here to represent a graduate’s success in meeting specific criteria used to measure their ability to apply the skills and knowledge learned in the training course and will vary across courses and countries. Where they exist, established criteria given by national technical training programs will be used to establish course-specific certificates.

⁵ This number assumes attrition and recognizes that participants enrolled in Years 4 &5 may not be certified by EOP.

Honduras-Revised

3. Businesses willing to employ young women	Number of businesses committed to employ Salesian-trained young women	X	X	X	X	<p>> By Midterm 10 businesses are committed to employ a total of 20 young women >By EOP 15 businesses are committed to employ a total of 60 young women</p>	<ul style="list-style-type: none"> ▪ Identify potential BAC members, assist them in organizing the BAC, and provide ongoing support, partnering in outreach programs to business community ▪ Develop and update database of potential employers ▪ Conduct open house for businesses at the Center ▪ Negotiate internships for students and mobilize employers to commit to hiring graduates
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B4. Planning Matrix – RSA - Revised

Program Goal: Salesian-trained young women are employed in good jobs ¹							
Indicator: Number of Salesian- trained young women employed							
Target: By Midterm 50 Salesian-trained young women employed; By EOP 200 Salesian-trained young women are employed.							
Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
1. Sustainable Project Office established	Score on Institutional Development Framework adapted for the GIV Project Offices (IDF-GIV) ²	X		X	X	<p>>By Midterm, 60% of the IDF-GIV resource components obtain an average score of 3 and the remaining 40% obtain an average score of 2.</p> <p>>By EOP meet criteria for <i>high performance</i>³ on IDF-GIV.</p>	<ul style="list-style-type: none"> ▪ Hire staff ▪ Establish, equip office ▪ Attend DIP workshop ▪ Assess institutional capacity ▪ Assess training needs ▪ Design, implement, and refine effective systems for Project Office ▪ Implement strategic planning ▪ Design, implement and refine an effective monitoring and evaluation system ▪ Implement pupil tracking system ▪ Identify donors, conduct marketing ▪ Develop projects and submit to donors ▪ Attend mid term workshop in Washington, DC

¹ Good jobs are defined as jobs within the private sector that offer opportunity for salary advancement.

² Adapted from the Institutional Development Framework (IDF), USAID Center for Development Information and Evaluation.

³ Criteria for *high performance*: 60% of the IDF-GIV resource components obtain an average score of 4 and the remaining 40% obtain an average score of 3.

RSA – Revised

Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
2. Salesian-trained young women's job skills developed	<p>Increase in number of young women enrolled</p> <p>Increase in number of young women certified⁴</p>		X	X		<p>By Midterm, there will be an increase in the number of girls and young women enrolled in non-traditional courses from 0 to 100</p> <p>>By EOP, there will be an increase in the number of girls and young women enrolled from 100 to 300⁵</p> <p>>By Midterm, there will be an increase in the number of girls certified in non-traditional courses from 0 to 50.</p> <p>>By EOP, there will be an increase in the number of girls certified from 50 to 200.</p>	<ul style="list-style-type: none"> ▪ Conduct labor market research (or access existing data from labor market research) ▪ Investigate interests of female youth relative to potential courses given results (above) ▪ Identify a small number of potential courses to be offered in Cape Town and Gauteng ▪ Establish curriculum and related infrastructure, equipment, and instructor requirements, including compulsory /prerequisite Life Skills course ▪ Register course with relevant SETA for national recognition ▪ Develop Life Skills course for participants ▪ Identify potential candidates for training and determine constraints ▪ Provide mentorship support and on-going follow-on assistance to female participants to encourage their perseverance in training, their pursuit and maintenance of a job ▪ Establish PPAs (include graduates of Salesian schools that have closed) and provide assistance in their organization/programming in support of GIV
3. Businesses willing to employ young women	Number of businesses committed to employ Salesian-trained young women	X	X	X	X	<p>> By Midterm 10 businesses are committed to employ a total of 20 young women</p> <p>>By EOP 15 businesses are committed to employ a total of 60 young women</p>	<ul style="list-style-type: none"> ▪ Identify potential BAC members ▪ Assist in the organization and on-going activities of BAC (e.g., provide venue support and transportation, partner in outreach programs, etc.) ▪ Arrange suitable publicity for BAC members

⁴ Certified is used here to represent a graduate's success in meeting specific criteria used to measure their ability to apply the skills and knowledge learned in the training course and will vary across courses and countries. Where they exist, established criteria given by national technical training programs will be used to establish course-specific certificates.

⁵ This number assumes attrition and recognizes that participants enrolled in Years 4 & 5 may not be certified by EOP.

B4. PLANNING MATRIX – Sri Lanka - Revised

Program Goal: Salesian-trained young women are employed in good jobs ¹ Indicator: Number of Salesian- trained young women employed Target: By Midterm 50 Salesian-trained young women employed; By EOP 200 Salesian-trained young women are employed.							
Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
1. Existing Project Office strengthened	Score on Institutional Development Framework adapted for the GIV Project Offices (IDF-GIV) ²	X		X	X	>By Midterm, 60% of the IDF-GIV resource components obtain an average score of 3 and the remaining 40% obtain an average score of 2. >By EOP meet criteria for <i>high performance</i> ³ on IDF-GIV.	<ul style="list-style-type: none"> ▪ Hire additional staff ▪ Establish office, purchase and install equipment/ furniture ▪ Attend DIP Workshop ▪ Conduct institutional capacity assessment ▪ Conduct staff training needs assessment ▪ Prioritize training and capacity building needs ▪ Implement training ▪ Improve office management systems, accounting systems, and strategic planning ▪ Establish partnerships w/relevant development partners ▪ Submit funding proposals in collaboration w/partners w/common interest

¹ Good jobs are defined as jobs within the private sector that offer opportunity for salary advancement.

² Adapted from the Institutional Development Framework (IDF), USAID Center for Development Information and Evaluation.

³ Criteria for *high performance*: 60% of the IDF-GIV resource components obtain an average score of 4 and the remaining 40% obtain an average score of 3.

Sri Lanka – Revised

Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
2. Salesian-trained young women's job skills developed	<p>Increase in number of young women enrolled.</p> <p>Increase in number of young women certified⁴</p>		X	X		<p>By Midterm, there will be an increase in the number of girls and young women enrolled in non-traditional courses⁵ from 31 to 100</p> <p>>By EOP, there will be an increase in the number of girls and young women enrolled from 100 to 300⁶</p> <p>>By Midterm, there will be an increase in the number of girls certified in non-traditional courses from 0 to 50.</p> <p>>By EOP, there will be an increase in the number of girls certified from 50 to 200.</p>	<ul style="list-style-type: none"> ▪ Conduct feasibility study to determine which existing technical courses are most appropriate targets for participation by female students ▪ Identify technical training courses of greatest interest to girls currently enrolled in traditional courses at Salesian institutions ▪ Share best practices information between four sites regarding most relevant/successful training programs for young women ▪ Develop/implement strategic plan to enhance appropriate selected courses ▪ Hire technical assistance specialists to revise curriculum, environment, etc. ▪ Develop/implement mentoring support program for young women at each site ▪ Mobilize existing PPAs to provide support/encouragement to female participants ▪ Establish PPAs where required ▪ Identify core of interested trained women to establish PPA at required sites
3. Businesses willing to employ young women	Number of businesses committed to employ Salesian-trained young women	X	X	X	X	<p>> By Midterm 10 businesses are committed to employ a total of 20 young women</p> <p>>By EOP 15 businesses are committed to employ a total of 60 young women</p>	<ul style="list-style-type: none"> ▪ Assist each site in establishing BACs ▪ Conduct orientation & awareness programs ▪ Identify potential employers & establish networks

⁴ Certified is used here to represent a graduate's success in meeting specific criteria used to measure their ability to apply the skills and knowledge learned in the training course and will vary across courses and countries. Where they exist, established criteria given by national technical training programs will be used to establish course-specific certificates.

⁵ This targets reflect only the girls trained at Salesian Centers, not training partner centers.

⁶ This number assumes attrition and recognizes that participants enrolled in Years 4 &5 may not be certified by EOP.

B4. Planning Matrix – Zambia-Revised

Program Goal: Salesian-trained young women are employed in good jobs ¹ Indicator: Number of Salesian- trained young women employed Target: By Midterm 50 Salesian-trained young women employed; By EOP 200 Salesian-trained young women are employed.							
Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
1. Sustainable Project Office established	Score on Institutional Development Framework adapted for the GIV Project Offices (IDF-GIV) ²	X		X	X	>By Midterm, 60% of the IDF-GIV resource components obtain an average score of 3 and the remaining 40% obtain an average score of 2. >By EOP meet criteria for <i>high performance</i> ³ on IDF-GIV.	<ul style="list-style-type: none"> ▪ Attend DIP Workshop in Arlington. ▪ Hire professional staff ▪ Conduct baseline institutional capacity assessment ▪ Conduct training needs assessment for staff ▪ Design and implement an institutional capacity development strategy to include a staff professional development program ▪ Equip the office according to identified equipment needs ▪ Establish a network of external resources from which to partner in development programming and fundraising ▪ Attend mid-term workshop in Washington, D.C.

¹ Good jobs are defined as jobs within the private sector that offer opportunity for salary advancement.

² Adapted from the Institutional Development Framework (IDF), USAID Center for Development Information and Evaluation.

³ Criteria for *high performance*: 60% of the IDF-GIV resource components obtain an average score of 4 and the remaining 40% obtain an average score of 3.

Zambia-Revised

Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
2. Salesian-trained young women's jobs skills developed	<p>Increase in number of young women enrolled</p> <p>Increase in number of young women certified⁴</p>		X	X		<p>By Midterm, there will be an increase in the number of girls and young women enrolled in non-traditional courses from 0 to 50.</p> <p>>By EOP, there will be an increase in the number of girls and young women enrolled from 50 to 200⁵.</p> <p>>By Midterm, there will be an increase in the number of girls certified in non-traditional courses from 0 to 50.</p> <p>>By EOP, there will be an increase in the number of girls certified from 50 to 200.</p>	<ul style="list-style-type: none"> ▪ Enhance existing training courses in order to increase the interest and access by female youth ▪ Conduct labor market survey to identify new courses that would be viable for females and result in their employment ▪ Conduct feasibility study regarding new training courses and where indicated secure external technical assistance to help design these programs ▪ Using the technical assistance from a gender specialist, develop and implement a strong outreach program to sensitize the Salesians, project staff, instructors, and students in gender issues and support strategies ▪ Using the technical assistance from a gender specialist, develop and implement a series of life skills training programs targeting the female participants in the Salesian training programs

⁴ Certified is used here to represent a graduate's success in meeting specific criteria used to measure their ability to apply the skills and knowledge learned in the training course and will vary across courses and countries. Where they exist, established criteria given by national technical training programs will be used to establish course-specific certificates.

⁵ This number assumes attrition and recognizes that participants enrolled in Years 4 & 5 may not be certified by EOP.

Zambia-Revised

3. Businesses willing to employ young women	Number of businesses committed to employ Salesian-trained young women	X	X	X	X	<p>> By Midterm 10 businesses are committed to employ a total of 10 young women >By EOP 15 businesses are committed to employ a total of 50 young women</p>	<ul style="list-style-type: none"> ▪ Establish and assist in the organization and strategic planning of the BAC and functional PPA ▪ Assist BAC in developing outreach programs to mobilize a wide range of employers to make commitments to employ women ▪ Assist PPAs in conducting outreach to mobilize the employers to make commitments to employ women
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LABOR MARKET STUDY

Survey # _____

Interview Date: _____

Interviewer Name: _____

I. General Information on the Business

Company Name: _____

Address: _____

Telephone: _____

Contact: _____

Contact E-mail: _____

Contact: _____

Contact E-mail: _____

Name of Person Interviewed: _____

Title: _____

E-mail of Person Interviewed: _____

II. Specific Information

1. Company (Business) Type: (Check one answer only.)

- a) Private enterprise _____
- b) Public or Government _____ (Go to question #5.)
- c) Cooperative _____
- d) Other, Specify _____

2. Product or Service: (Check all that apply.)

- a) Financial Services _____
- b) Agriculture _____
- c) Sales _____ Sales Type: Wholesale _____ Retail: _____
Type of Merchandise Sold: _____
- d) Handicrafts: _____
- e) Tourism: _____
- f) Other, Specify _____

3. Does the company have more than one site? Yes ___ No ___ (Go to question #5.)

4. If so, where are they located?

- a) _____
- b) _____

5. How many people do you employ at this site? (**Check one answer only.**)

- a. 1-15 _____
- b. 16-30 _____
- c. 31-50 _____
- d. 51-100 _____
- e. 100- + _____

6. How many women do you employ? _____

7. How many men do you employ? _____

8. What is the educational level of your employees?

- a) No education: _____
- b) Elementary School: _____
- c) High School: _____
- d) Technician: _____
- e) University: _____
- f) Other, Specify _____
- g) Don't know _____

9. What is the minimum age of the people you employ? _____

III. Training Needs

10. What is the minimal level of education that is required for employees? (**Check one answer only.**)

- a) Elementary School Level _____
- b) High School Level _____
- c) Technical Level _____
- d) University Level _____
- e) Other, Specify _____

11. In the administrative area, which specific skills and abilities are required? (Check all that apply.)

- a) Use of computer and software _____
What type of software,
 - a.1 Word Processor _____
 - a.2 Electronic Sheets _____
 - a.3 Accounting _____
 - a.4 Graphs _____
 - a.5 Internet _____
 - a.6 Other, Specify _____

- b) Accounting knowledge _____
- c) Personnel management _____
- d) Customer Service _____
- e) Other, Specify: _____

12. In the technical area, which are the specific skills and abilities are required? (Not at university level.)

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

13. When you hire personnel, where do you look for trained people? (Check all that apply.)

- a) In the same city in where the business is located _____
- b) In other city, specify _____
- c) In certain area, specify _____
- d) Other countries, specify _____
- e) Graduates from a specific institution _____
- f) Other, specify _____

14. How do you recruit new employees?

- a) Newspaper ad _____
- b) Radio ad _____
- c) Thru recruitment firms _____
- d) Other, specify _____

15. Does your company offer any training to employees? (Check only one answer.)

Yes ___ No ___ (Go to question # 16.)

If your answer is yes, what type of training does your company offer:

Duration: _____

Duration: _____

Duration: _____

16. Does your company or business require the use of equipment? (Check only one answer.)

Yes ___ No. ___ (Go to question # 17.)

If your answer is yes, what type of equipment does the company use?

17. Does your company do equipment repair and maintenance on site? (Check one answer only.)

Yes ___ (Go to question # 18.) No ___

If your answer is no, how do you handle equipment repair and maintenance?

18. How do you plan the growth of your company in the next three years?

19. How many qualified people will your company need in the different areas in the next three years?

Area: _____

Amount of people _____

Area: _____

Amount of people _____

Area: _____

Amount of People: _____

20. What new economic areas could develop in the future in your area?

INSTRUCTIONS FOR CONDUCTING THE LABOR MARKET STUDY

Introduction

The Labor Market Study has been designed to be conducted with different economic sectors in a region or a country, e.g., general business, agriculture, etc. The interview should be conducted with the Human Resources Manager or General Manager of the business. The objective of this study is to obtain information on their needs for a trained, technical workforce.

Objective

The objective of this Manual is to provide a guide for use and application of the survey.

Where to obtain the sample?

Once the geographic areas have been defined, proceed to do the following:

1. Communicate with the local Chamber of Commerce, if none exists, contact the national Chamber of Commerce. If your country does not have a Chamber of Commerce, then check with Business Associations that can provide a list of their associates. The web site www.worldchambers.com may be useful.
2. Identify the key areas for economic development in the geographic area.
3. Identify the companies working in these areas.
4. Find out if the Chamber of Commerce or the Business Associations have any information on the training needs by key area. (Also identify the source of this information.). If this information is reliable, then a labor market study may not be needed.
5. Determine the number of businesses you would like to interview and develop a list based on the lists provided by the Chamber of Commerce and Business Associations.

Description of the Labor Market Study Survey

The first part the survey addresses general information of the business: the address, telephone, contact(s), name of the person interviewed and his/her title. This information is needed in order to be able to locate the person interviewed in case there are follow up questions or more information is need. Also, this information will be crucial when developing a database.

The next section, "Specific Information" is related to the key areas such as the company's focus, number of employees, educational level of the personnel, etc.

The final section, "Training Needs", explores the needs for qualified personnel.

All the questions must be answered. Most of the questions are multiple choice and in case the response is not one of the choices given, use “other, specify” to record the information. If you need more space for a question (answer), a blank page can be used to complete the information.

In questions # 1, 3, 15, 16, there is a “go to” to another question in case the answer is no, in question #17, there is a “go to” in case the answer is yes.

Labor Market Survey

Print answers clearly, do not use script.

Survey No. Each survey has to be numbered sequentially. (This can be done by hand, although there is a margin error with this system.) Depending on the amount of surveys that are going to be printed, the number can be printed on the survey. Always have some unnumbered surveys available in case they are needed.

Date of Interview: Clearly write the date in which the survey was conducted using the following format (day, month, year).

Interviewer Name: Write the interviewer's complete name.

I. GENERAL INFORMATION ON THE BUSINESS

Company (Business) Type: Write the legal name, as it is registered, of the business.

Address: Write the complete address of the business and directions to its location.

Telephone: Write the telephone number or numbers, including the area codes.

Contact: Write the complete name of the original contact, and the person with whom the interview was conducted.

Contact E-mail: Write the contact e-mail, in case that he/she doesn't have one, ask for a general business e-mail. In case the business doesn't have an e-mail, write "No e-mail."

Contact: Get the name of second contact that could provide information related to the business; write the complete name and title.

Contact E-mail: Name Interviewed Person: Write the complete name of the person interviewed. Write the contact e-mail, in case that he/she doesn't have one, ask for a general business e-mail. In case the business doesn't have an e-mail, write "No e-mail."

Title: Write the exact title of the person interviewed.

Person Interviewed E-mail: Write the interviewee's e-mail. If he/she doesn't have one, ask for a general business e-mail. In case the business doesn't have an e-mail, write "No e-mail."

III. Specific Information

Place an "X" following each response. Use the space for "other, specify" where appropriate. Where "check only one" is used, "other, specify" is not an option.

1. **Company (Business) Type: (Check one answer only.)**
 - a) Private Enterprise: _____
 - b) Public or Government _____ **(Go to question #5.)** *It is important to note if the business is a public or government organization you will NOT ask Questions 2 through 4 and skip to Question #5.*
 - c) Cooperative _____
 - d) Other, Specify _____

2. **Product or Service: (Check all that apply.)** In this case, one or more answer can be checked especially if the business has more than one product or service area.

3. **Does your Company have more than one site?** Yes ___ No ___ **(Go to question #5.)** If the company does not have more than one site (answer NO), skip Question 4 and continue with Question 5.

4. **If so, where are they located?** Write specific location, specifying city and country.

5. **How many people do you employ at this site? (Check one answer only.)** Check the option that has the number given by the interviewee.

6. **How many women do you employ?** Write the number of women employed; numbers need to be clear in order to prevent confusion. Ex. 15

7. **How many men do you employ?** Write the number of men employed; numbers need to be clear in order to prevent confusion. Ex. 20

8. **What is the educational level of the people you employ:** Write in each of the options the number of employees that have completed each educational level.
Example:
 - b) Elementary School: 20 people have completed elementary school
 If there are no employees in a grade area, record it as "0."

9. **What is the minimal age of the people you employ? (Check one answer only.)**

III Training Needs

10. **What is the minimal level of education required for employees? (Check one answer only.)**

Since there may be different requirements for each department, this question is directed to employees, in general.

11. **In the administrative area, which specific skills and abilities are required? (Check all that apply.)**

The objective is to identify all the technical needs in the administrative area.

12. **In the technical area, which are the specific skills and abilities required? (Not at university level.)**

This should identify specific technical requirements, and will AID in developing GIV training programs.

13. **When you hire personnel, where do you look for trained people? (Check all that apply.)**

The objective is to determine where the business recruits qualified people. Specify the city or zone where recruitment is done.

14. **How do you recruit new people? (Check all that apply.)**

The objective is to determine how personnel are recruited.

15. **Does your company offer any training to employees? (Check one answer only.)** Yes ___ No ___ (Go to question #16.) It is important to mention a "go to" in case the answer is NO.

If the answer is yes, what type of training does the company provide?

If the answer is YES, fill in the spaces, listing the type of training provided (what it is about) followed by the duration of that training.

16. **Does your company or business require the use of equipment?**

Yes ___ No. ___ (Go to question #17) In case the answer is NO, go to the next question #17.

If your answer is YES, what type of equipment does the company use?

Specify what type of equipment they use, and its uses. This will help to identify specific training requirements.

17. **Does your company do equipment repair and maintenance on site? Yes ___ (Go to question #18) No ___**

In the answer is yes, go to question 18.

If your answer is NO, how do you handle equipment repair and maintenance?

Specify how repairs are made (If sent to a particular person, shop, company that sold the equipment, etc.).

18. How do you plan the growth of your company in the next 3 years?

The objective of this question is to find out if they plan to expand to another region of the country, create new departments or make the existing departments bigger, if they plan to increase production, etc. and how they view the business in the next three years. If the person interviewed see no changes, write, "It will be in the same condition as is" and then go to question # 20.

19. How many qualified people will your company need in the different areas in the next three years?

Area: Specify the areas that will expect growth, for example, Administrative Area, Technical Area, etc.

Amount of people Specify the amount of people that will be needed.

The objective is to see the amount of jobs that could be open in three years.

20. What new economic areas could develop in the future in your area?

The objective to ask this is to see if new companies could open or if there is going to be development in determined economic area, which could create new jobs in the area.

Institutional Development Framework-Girls in the Vanguard (IDF-GIV)

Guidelines for using the Integrated TOOLKIT for Institutional Development adapted from Renzi (1996)¹ for the Girls in the Vanguard Matching Grant

Background

One of the objectives of the GIV Project is to strengthen the institutional capacity of the project offices in each of the five country sites as well as to strengthen the Salesian Missions Office for International Programs in Arlington. Operationally, the first step to achieving this goal is to conduct a gap analysis. That is, to define the characteristics of the project office that are desirable or would be considered “strong capacity” and to assess where the office stands relative to those desirable characteristics. It is also important to identify the steps needed to help close any capacity gaps.

The Institutional Development Framework developed by Mark Renzi (See Footnote 1) and Management Systems International (MSI) provides a mechanism for conducting the needed analysis. The original IDF developed by Renzi and MSI forms the basic framework from which the IDF-GIV was developed. Some of the *Resource Characteristics* and/or associated *Key Components* of the original version have been eliminated or consolidated. The headings *Resource Characteristics* and *Key Components* in the original IDF have been replaced in the IDF-GIV by *Resource Components* and *Key Elements*, respectively.

Prior to reading the guidelines that follow, GIV participants should be familiar with the Renzi (1996) article and associated tools from which the GIV version has been adapted from (See Footnote 1 below). The following websites provide some additional reading on a few of the theories that contributed to the development of the original IDF.

<http://ix.db.dk/Lise/>

<http://www.emeraldinsight.com/tqm.htm>

http://www.accel-team.com/human-relations/hrels_04_likert.html

The TOOLKIT for institutional development adapted for the Girls in the Vanguard Project consists of the following tools. These are explained further with more specific guidelines for their use in the sections that follow.

IDF, adapted for the GIV (IDF-GIV)

Priority Ranking Worksheet (Step 1)

Progress Assessment Worksheet and Graph of Institutional Development Scores (Steps 2 and 2.1)

Selecting Institutional Targets (Step 3)

Scoring and Monitoring Progress (Step 4)

¹ Adapted from Renzi, M. (1996) An integrated TOOLKIT for institutional development. *Public Administration and Development*, Vol. 16, 469-483. Management Systems International, Washington, DC, USA. Copyright Pending.

General Procedural Guidelines

The IDF-GIV has been developed for use by members of the GIV project offices as a self-evaluation and institutional development tool. The IDF-GIV framework and associated tools and guidelines are for internal use only and have been adapted for use in evaluating the organizational capacity and capacity development needs of the GIV Project Offices, not the larger Salesian organizations that the Project Offices are associated with in their respective countries.

The tools are to be used to build consensus among project office staff about priority areas for building the capacity of the project office and to build consensus about the processes or *steps* needed to best facilitate that capacity development. It is imperative that the administration of these tools takes place in a group fashion including as many staff members and relevant project associates as possible. Results from the various institutional development assessment exercises will provide the project offices with valuable information they need to begin assessing the training needs of project staff. Therefore, the training needs assessments should be conducted following the conduct of the baseline institutional development assessment.

The Performance Monitoring Plans under the GIV Project include a performance indicator that is measured by calculating results from the IDF-GIV. The measurement of this indicator requires that an average score be obtained for each of the resource components under the IDF-GIV. This procedure is discussed in detail under Step 5 on page 5 of these guidelines.

IDF-GIV

As in the original IDF, the IDF-GIV and related worksheets are designed to provide the project office with an approach to identify institutional characteristics that lead to high performance (i.e., successful performance in meeting institution and project objectives) and to evaluate and monitor progress in achieving those desirable characteristics. The IDF-GIV is the basic framework that drives assessment and monitoring process

The IDF-GIV focuses on nine *Resource Components*, as follows.

- Management Body Structure
- Mission Statement
- Autonomy
- Leadership Style
- Planning
- Management Systems
- Staffing Skills and Development
- Financial Management
- Partnerships/Public Relations

The Resource Components are made up of one or more *Key Elements*, each of which is evaluated according to a four-stage development continuum, grounded in practical definitions to enhance the reliability of scoring within and across the five country sites. The language given in the IDF-GIV is intended to provide users with a conceptual framework to guide their assignment of key elements within the framework to specific development stages. It is important that users try to understand the conceptual basis for each stage in the development continuum and not to the specific words used to represent that concept. It is of critical importance that individuals using the instrument have a clear understanding of what each developmental stage means. If members of the project office using the instrument have difficulty grasping the underlying conceptual framework please work with each other and consult with Mary Ellen to achieve clarification and consensus among all users. Remember, some of the words may not be appropriate to all countries sites, but the concepts underlying each developmental stage should be readily applied across sites.

After thoroughly reading and understanding the basic framework (GIV-IDF) adapted for use under the GIV country sites, four steps are needed to help identify priorities for institutional development and to score and monitor progress over time, as follows: Step 1) Prioritization; Step 2) Assessment; Step 3) Selecting Institutional Development Priorities; and Step 4) Scoring and Monitoring Progress.

Step 1. Prioritization

Staff members, as a group, rank each key element in the IDF-GIV according to its relative importance in the overall success of the project office. The prioritization process is completed using the *Priority Ranking Worksheet*. Using the Priority Ranking Worksheet participating staff members should reach consensus in ranking each key element according to its importance in fostering the sustained success of the project office. A four-point scale is provided to assist in this ranking process, as follows: "0" *Not Significant*; "1" *Significant, not Priority*; "2" *Priority*; "3" *Crucial*; and "4" *Makes or Breaks*.

The priority ranking process allows staff members to evaluate progress from baseline to the EOP in a way that reflects the relative importance of each key element in the IDF. By weighting the scores obtained on the Progress Assessment Worksheet (See below) according to their assigned priority rankings, progress over time can be evaluated on a more equitable basis. This process is discussed in more detail below under Step 5, Scoring and Monitoring Progress.

Step 2. Assessment

The assessment process is conducted by considering what developmental stage best characterizes the project office with respect to each of the key elements that make up the resource components. The institutional assessment is scored and recorded on the *Progress Assessment Worksheet*.

The Progress Assessment Worksheet allows for the assignment of a numerical score to the level of performance demonstrated by the project office on each key element. It can be seen on the Progress Assessment Worksheet that each of the four developmental stages are broken down into two levels. That is, the Start-Up stage is broken down to a low score of 1.0 and a high score of 1.5. The Development stage is broken down to a low score of 2.0 and a high score of 2.5 and so on and so forth. After reading the entire development continuum for one of the key elements of a resource component (e.g., the *Legal Recognition* key element of the *Management Body Structure* resource component) staff members identify what stage of development best represents the project office on that particular key element. After determining the overall stage of development for a given key element, a further determination is made to ascertain the level of performance within a particular stage. That is, is the project office performing at the lower or very beginning of a particular stage or has it made some progress within a particular stage of development?

For example, let's say the staff determines that the project office is at the *Development* stage for the *Legal Recognition* element of the *Management Body Structure* resource component. At this point in time the office has identified the steps necessary for registering with the government or donor agencies. Relevant staff members have also begun to complete some of the paper work necessary to register, but have yet to officially file the completed registration forms with the government or donor agencies. This performance would probably be scored as a 2.50. Within the *Development* stage you have gone one step further than simply identifying the necessary steps. You have begun to fill out the registration forms; however, you have not yet filed the registration materials with the government or donor agencies and therefore the institution would not qualify for the *Expansion/Consolidation* stage of development on the continuum.

The Progress Assessment Worksheet provides a place for recording the results for the institution on all of the key elements of the IDF-GIV. Results from the Progress Assessment Worksheet provide an opportunity to observe the relative strengths and weaknesses of the project office, especially if the results are presented in a graphic display such as a bar graph (See Renzi article, Fig.1). A blank bar graph of institutional development scores is included as Step 2.1 to chart progress over the LOP.

After conducting a baseline assessment of the project office's capacity using the IDF-GIV and Progress Assessment Worksheet, the staff will be in a position to begin considering what areas of emphasis should be stressed in their institutional development program. Step 3 presents a process, combining the outcomes of Step 1 and Step 2, that can be used target areas for institutional development.

Step 3. Selecting Institutional Development Priorities

The priority ranking scores assigned to each of the key elements (Step 1, Priority Ranking Worksheet) together with the assigned institutional development scores (Step 2, Progress Assessment Worksheet) provide the staff with an avenue for identifying target

areas for institutional capacity development. The selection process is performed by plotting, for each key element, the institutional development score against the priority ranking score. One way to plot the two scores is for staff members to prepare a card for each key element and then place the cards in a two-dimensional space according to these two scores. (The two-dimensional space to be used to plot the key elements can be seen in the IDF-GIV toolkit workbook, worksheet labeled "Plot"). From this plot, staff members are able to identify a set of key elements that need their immediate attention. For example, key elements that tend to have low institutional development scores and high priority rankings would be given a top priority for strengthening while those, for example, that are already well developed (i.e., high institutional development scores) and of lesser priority (i.e., low priority ranking scores) would show little need for immediate attention.

Step 4. Scoring and Monitoring Progress

Step 3, above, describes how your Project Office can identify priorities for institutional development. The *Data Worksheet* provides an avenue for recording the results of the baseline assessment and follow-up institutional development assessments using the IDF-GIV. The results of these regular assessments can be summarized using the graphic display described briefly in Step 2. An example of a cumulative graph of institutional progress is shown on Figure 1 of the Renzi article. The graph is compiled from data given by institutional capacity development assessments conducted as baseline and throughout the life of the project. The data is recorded in the Data Worksheet.

The first and second column of the Data Worksheet identifies the Resource Component and associated Key Element from the IDF. The third column identifies the *weight* for each Key Element. The weight of a Key Element is the value that is assigned to that key element during Step 1 (Priority Assessment) and is recorded in the un-shaded spaces in the Weight Column of the Data Worksheet. This number is used to calculate a weighted score for each key element. The raw and weighted scores from the baseline and LOP institutional capacity assessments are recorded in the remaining columns.

Raw Scores. The raw scores are the value assigned to each Key Element during Step 2 (Progress Assessment). Each time an assessment of institutional development capacity is conducted a Progress Worksheet is completed, evaluating each Key Element of the IDF-GIV. The value that is assigned to the Key Element is referred to as a *raw score* and is recorded in the shaded area of the column for each Key Element. The raw scores are the scores used to calculate results for the GIV performance indicator for Objective 1. (This calculation is discussed below in the *Calculating (Performance Monitoring Plan) PMP Results Section.*)

Weighted Scores. As discussed earlier, progress over time can be evaluated on a more equitable basis by weighting the scores obtained on the Progress Assessment Worksheet according to their assigned priority rankings. An example of this process is discussed in the Renzi article in Section L, and illustrated in Figure 8, p.14.

The weighted score is calculated by multiplying the raw score for a given Key Element (i.e., the Progress Assessment score) by the assigned weight for that Key Element (i.e., the Priority Assessment score). The calculated weighted score is recorded in the unshaded area in the column for that Key Element directly under the corresponding raw score. Weighted scores are calculated and recorded for each assessment process. (This can be done either by hand or using Excel.) The weighted scores are automatically entered into the table after the key element weight and obtained raw score are entered. There is a column for entering raw and weighted scores for each assessment period throughout the LOP. When the project is rigorous in maintaining current the data worksheet staff will be able to calculate (for any given period of time) percentage of improvement scores for individual key elements or will be able to calculate percentage of improvement scores based on the Resource Component averages or based on totals for the entire IDF-GIV.

Compiled Scores for Resource Components. The raw score averages² for the Resource Components are used to evaluate performance on the indicator to measure progress toward achieving Objective 1. One row per Resource Component is provided for entering the Resource Component averages for each assessment period. (You may do this by hand or when entering your data using Excel, the averages are entered for you.) The Resource Component averages are the scores used to evaluate progress on Objective 1 of the PMP. On page 6 of the Data Worksheet is a table, *Compiled Scores for Resourced Components* to be used for calculating the status of the Objective 1 performance indicator.

Calculating PMP Results. The Resource Component averages are entered in the first nine fields of the Compiled Scores Table. Following are six columns to enter the number and percentage of items that fall in three score ranges: a) =>4; b) =>3; c) =>2. Count and enter the number of Resource Component Averages that fall in each of these categories. If using the Excel Spreadsheet the percentages will be calculated automatically. If completing the form by hand, then calculate the percentage by dividing the number for each range by 9. The final two columns of this table allow you to answer YES or NO regarding the status of the performance indicator. This is done by two criteria, a midterm criteria and an EOP criteria. The midterm criteria is that at least 60 percent of the Resource Component averages are =>3 and the remaining are at least 2. The EOP criteria is that at least 60 percent of the Resource Component averages are =>4 and the remaining are at least 3. In each row and for each assessment period enter YES or NO given the results of the evaluation based on these two criteria.

² Averages are based on number of key elements per resource component (ranging from one to eight).

Country Site: _____		Date of Revision: _____			
Resource Component	Key Elements	CRITERIA FOR EACH PROGRESSIVE STAGE (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
MANAGEMENT BODY STRUCTURE	Legal Recognition	Necessary steps for registering as an official non-government organization (or similar organization structure nationally defined) are yet to be identified.	Steps necessary for registering with the government and donor agencies (e.g., USAID) have begun, but not completed.	Filed with government and donors (e.g., USAID), but yet to obtain legal status.	Legal status established with government donors and accepted as an approved NGO.
	Active Management Body	Project Director and Advisory Committee for project office only partially defined.	Project Director and Advisory Committee defined, but the specific role of Project Director and Advisory Committee unclear.	Role of Project Director and Advisory Committee clearly defined, but few of its members are actively involved in organizational management and development.	Project Director and Advisory Committee for Project Office roles are clearly defined and all members play an active role in organizational management and development.
MISSION STATEMENT	Development of a Shared Vision	No agreed upon vision for Project Office (other than goal associated with GIV).	Organization-wide dialogue (e.g., focus group discussions) begun to establish a shared vision for Project Office.	Shared vision for Project Office established but executive management and project staff are unclear about how this would translate into a project portfolio.	Shared vision is represented in target development projects to be proposed.
AUTONOMY	Advocacy	Project Office is implementing agent of one donor.	Project Office is able to respond interests of more than one donor and Project Director and Advisory Committee.	Project Office is able to obtain funding to support its program, in consultation with the Project Director and Advisory Committee.	In addition to managerial and financial autonomy, the Project Office is able to advocate to government and private sector.
LEADERSHIP STYLE	Decision-making and Communication	Program directions and management decisions are made by Project Director, at times with the consultation of one other member of the Advisory Committee and project staff.	Staff members other than the Project Director are consulted regarding management decisions, but usually to obtain technical input only.	Staff members and representatives from the Advisory Committee meet on a regular basis to discuss program direction and management, but Project Director is ultimately responsible for making decisions.	Staff members (including Project Director and members of the Advisory Committee) share decisions regarding program directions and management.

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Resource Component	Key Elements	CRITERIA FOR EACH PROGRESSIVE STAGE (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
PLANNING	Mission/Strategic Overview	Planning has not developed beyond initial work plan for GIV and little consideration of budget was taken into account when developing initial work plan.	Initial work plan has been developed further to provide a more detailed account of Year 1 and is linked to budget, but work plan is not reviewed on a regular basis.	Regular, systematic reviews of the work plan are held among Project Office staff and Advisory Committee, but modifications of the plan or of the day-to-day activities are rarely made in response to the reviews.	Annual and long-term plans are reviewed regularly in relation to overall mission of the Project Office and revisions in day-to-day activities or in the plan are often made as a result of such reviews.
	Planning Flow	Planning is top-down in orientation - Project Director driven.	The participation of Project Office staff in planning is widened with contributions to decision making.	Beneficiaries provide information for planning, but beneficiaries excluded from decision making.	Beneficiaries and staff contribute to planning decisions along with Project Director and Advisory Committee.
MANAGEMENT SYSTEMS	Administrative Procedures (Personnel Systems, File Systems, Administration)	Few administrative procedures formalized.	Administrative procedures increasingly formalized, but no operating manual.	Administrative manual in place, although not up-to-date or considered the "Bible".	Administrative manual updated as needed - considered the arbiter of procedures.
	Participatory Management and External Communication Systems	Project Office involves the community (i.e., education, private sector, development, religious community) only as recipients of the Project Office's program.	Project Office draws on community leaders for advice and mobilization of relevant community members. No systematic involvement of community and program beneficiaries in place.	Project Office draws on community leaders in planning, implementation and evaluation events. Formal and informal communication mechanisms set up between Project Office, relevant community members, and program beneficiaries.	Project Office facilitates community group formation with formal structures to include broad cross-section of relevant community members (e.g., education community, private sector, religious community, immediate and extended family/communities of trainees). Groups participate fully in planning, implementing, and evaluation - contributing cash, material, labor, and management.
	Internal Communications Systems	Poor intra-staff communications - lack of formal and informal channels.	Modest amounts of staff communications. The emergence of formal channels for dialogue and decision making (such as staff meetings).	Communications are open and inter-hierarchical. Formal and informal channels established and utilized.	Project Office periodically reviews communication flow to ensure free flow of information through both formal and informal channels.
	Integrated M&E System	Basic Performance Monitoring Plan (PMP) exists, but PMP has not been shared with Advisory Committee nor implemented.	PMP shared with Advisory Committee and specific processes for reviewing progress on a regular basis are established but no reviews have been scheduled to date.	Performance reviews are conducted on an annual basis with feedback provided from beneficiaries and data analyzed, yet data/information from reviews rarely effect management and program planning of Project Office.	Ongoing M&E system functioning with full participation and feedback from beneficiaries and performance monitoring information is used in program planning and management of Project Office.

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Resource Component	Key Elements	CRITERIA FOR EACH PROGRESSIVE STAGE (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
STAFFING SKILLS and DEVELOPMENT	Skills/Capacity	Project office organizational chart exists, but doesn't clearly indicate functions.	Organizational chart exists and clearly indicates functions.	Staff functions and lines of authority are clearly indicated on organization chart which is endorsed/supported by staff, but all staffing needs are not met.	All staff positions are filled and capacity exists to contract out for other trained people as appropriate/necessary.
	Staff Participation in Management	Staff roles and responsibilities unclear and changeable.	Staff roles better understood, but fragmented.	Staff understand role in Project Office more clearly and how to participate in management.	Staff increasingly able to shape the way in which they participate in management of Project Office.
	Staff Expertise	Staff not fully capable of providing skills required of their positions and few have any background in gender issues and programming.	Staff possess some technical skills required of their positions, but still lack broader analytic, communication/presentation, management skills and fundraising and few have any background in gender issues and programming.	In addition to having technical specialization required of their positions, staff possess broader analytic, communication, presentation, managerial skills and fundraising and are well versed in gender issues and programming.	Staff recognized for excellence and provide expertise and assistance to outside organizations.
	Professional Development	No conscious human resource development strategy or practice.	General direction provided for staff development.	Staff development needs assessment and action plan exists.	Professional development considered part of job performance and staff development plan is implemented on schedule.
	Performance Appraisal	Little or no recognition of employee performance.	Performance recognized informally, but no formal mechanisms exist.	Formal performance appraisal system established, but skills development not included in performance appraisal.	Staff participate in objective setting/know what is expected of them. Skills development is included in performance appraisal.
	Diversity Policy	In recruitment, Project Office has little consciousness of importance of, or interest in, diversity.	Consciousness and interest increased, but still no policy regarding diversity.	Project Office expresses commitment to diversifying staff via formal policy.	Active recruitment of Project Office staff follows formal diversity policy.

Resource Component	Key Elements	CRITERIA FOR EACH PROGRESSIVE STAGE (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
FINANCIAL MANAGEMENT	Budget Planning used as Management Tools	Budgets are not used as management tools.	Budgets are developed for project activities, but are often over- or under-spent by more than 20%.	Total expenditure is usually within 20% of budget, but actual activity often diverges from budget predictions.	Budgets are integral part of project management and are adjusted as project implementation warrants.
	Financial Health	Financial records are incomplete and difficult to understand. Project Office often needs to be prodded to produce them.	Financial reports are clearer - usually timely, but still incomplete.	Financial reports are clear and complete, even as project portfolio becomes more complex.	Reports and financial data system are understandable and can be accessed easily and efficiently. Reports are always timely and accurate.
	Cash Controls	No clear procedures exist for handling payables and receivables.	Financial controls exist, but lack a systematic procedure.	Improved financial control systems exist.	Excellent cash controls for payables and receivables and established budget procedures.
	Audits	External audits (i.e., where audits are requested by donors according to national custom) are not performed.	External audits are only rarely performed.	External audits are performed frequently, but not on a regular basis.	External audits are performed with a regular and appropriate frequency.
	Co-mingling of Funds	Funds are not separated for different projects within the program.	Project funds are separated, but some temporary cross-project financing may occur.	Standard procedure is to avoid cross-project financing and most funds are separated.	All project funds are separated and adequate controls exist to avoid cross-project financing.
	Financial Security	Financing comes from only one source.	Financing comes from multiple sources, but 90% or more from one source.	No single source of funding provides more than 60% of funding.	No single source provides more than 40% of funding.
	Fundraising	Project Office does not compete for new grants and projects.	Project Office irregularly competes for new grants and projects.	Project Office regularly competes for new grants or projects, but with limited success.	Project Office regularly competes for new grants and projects and achieves acceptable levels of success.
	Financial Solvency	Project funding is insufficient to meet Project Office operational expenses.	Funding is available to cover short-term operational expenses.	Funding is available for short-term office expenses and medium-term funding strategies exist.	All projects have long-term funding plans and current funds are adequate to meet long term operational expenses.

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Resource Component	Key Elements	CRITERIA FOR EACH PROGRESSIVE STAGE (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
PARTNERSHIPS/ PUBLIC RELATIONS	Recognition of the Project Office	Project office little known outside the range of its direct collaborators.	Project office is known in its own community, but does little to promote its activities or broader sustainable development to private sector, development community, or beneficiaries.	Project Office has developed some lines of communication with private sector, development community, and relevant beneficiaries in community but regular communication systems not in place.	Project office and its work well known to public and systematic communications in place. Organization engages relevant community members in policy dialogue in relation to development programs (e.g., hiring young women).
	Ability to Work with Local Communities	Project office is located and directed from an urban center a long distance from the field, or is based on top-down structure.	Work still located in distant urban center, work is focused on field, and project office is viewed as an ally of the community.	From the field project base, community input is solicited for key decisions. Project office and efforts viewed as service provided to community.	From the field project base, community's input is integrated into most management considerations. Project office viewed as a community resource.
	Promotion of Gender Awareness	Little or no communication exists between Projects office Director, Advisory Committee, or Project Office staff and other communities on gender development issues.	Program for developing gender sensitivity established for communities in and around training programs.	Program for developing gender sensitivity established and implemented for communities in and around training programs and strategy for outreach beyond communities of training institutions established.	Program for developing gender sensitivity established and implemented for communities in and around training programs and for communities outside of those surrounding training institutions.
	Ability to Work with Development Partners	Project Office does not have experience working with other NGOs. Not known by development community.	Project Office increasingly known by development community, but has little experience with collaboration.	Project Office works with international or local development organizations, and participates in NGO networks, but has not played a leadership role in promoting NGO coalitions and projects.	Project Office plays leadership role in promoting NGO coalitions or projects and supports other NGOs.

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PRIORITY RANKING WORKSHEET (step 1)

PROJECT OFFICE: _____

DATE: _____

RESOURCE COMPONENT	KEY ELEMENT	ORGANIZATIONAL PRIORITIES					COMMENTS
		Not Significant	Significant, not Priority	Priority	Crucial	Makes or Breaks	
		0	1	2	3	4	
MANAGEMENT BODY STRUCTURE	Legal Recognition						
	Active Management Body						
MISSION STATEMENT	Development of a Shared Vision						
AUTONOMY	Advocacy						
LEADERSHIP STYLE	Decision Making and Communication						
PLANNING	Mission/Strategic Overview						
	Planning Flow						
MANAGEMENT SYSTEMS	Administrative Procedures						
	Participatory Management and External Communication Systems						
	Internal Communication Systems						
	Integrated M&E System						

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RESOURCE COMPONENT	KEY ELEMENT	ORGANIZATIONAL PRIORITIES					COMMENTS
		Not Significant	Significant, not Priority	Priority	Crucial	Makes or Breaks	
		0	1	2	3	4	
STAFFING SKILLS and DEVELOPMENT	Skills/Capacity						
	Staff Participation in Management						
	Staff Expertise						
	Professional Development						
	Performance Appraisal						
	Diversity Policy						
FINANCIAL MANAGEMENT	Budget Planning used as Management Tool						
	Financial Health						
	Cash Controls						
	Audits						
	Co-mingling of Funds						
	Financial Security						
	Fundraising						
	Financial Solvency						

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RESOURCE COMPONENT	KEY ELEMENT	ORGANIZATIONAL PRIORITIES					COMMENTS
		Not Significant	Significant, not Priority	Priority	Crucial	Makes or Breaks	
		0	1	2	3	4	
PARTNERSHIPS/ PUBLIC RELATIONS	Recognition of Organization by Public						
	Ability to Work with Local Communities						
	Promotion of Gender Awareness						
	Ability to Work with Development Partners						

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PROGRESS ASSESSMENT WORKSHEET (Step 2)

OFFICE: _____

DATE: _____ PROJECT YEAR _____

RESOURCE COMPONENT	KEY ELEMENT	DEVELOPMENT CONTINUUM							
		Start-Up		Development		Expansion/ Consolidation		Sustainability	
		1		2		3		4	
		1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50
MANAGEMENT BODY STRUCTURE	Legal Recognition								
	Active Management Body								
MISSION STATEMENT	Development of a Shared Vision								
AUTONOMY	Advocacy								
LEADERSHIP STYLE	Decision Making and Communication								
PLANNING	Mission/Strategic Overview								
	Planning Flow								
MANAGEMENT SYSTEMS	Administrative Procedures								
	Participatory Management and External Communication Systems								
	Internal Communication Systems								
	Integrated M&E System								
STAFFING SKILLS and DEVELOPMENT	Skills/Capacity								
	Staff Participation in Management								
	Staff Expertise								
	Professional Development								
	Performance Appraisal								
	Diversity Policy								

RESOURCE COMPONENT	KEY ELEMENT	DEVELOPMENT CONTINUUM							
		Start-Up		Development		Expansion/ Consolidation		Sustainability	
		1		2		3		4	
		1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50
FINANCIAL MANAGEMENT	Budget Planning used as Management Tool								
	Financial Health								
	Cash Controls								
	Audits								
	Co-mingling of Funds								
	Financial Security								
	Fundraising								
	Financial Solvency								
PARTNERSHIPS/ PUBLIC RELATIONS	Recognition of Organization by Public								
	Ability to Work with Local Communities								
	Promotion of Gender Awareness								
	Ability to Work with Development Partners								

Graph of Institutional Development Scores (STEP 2.1)

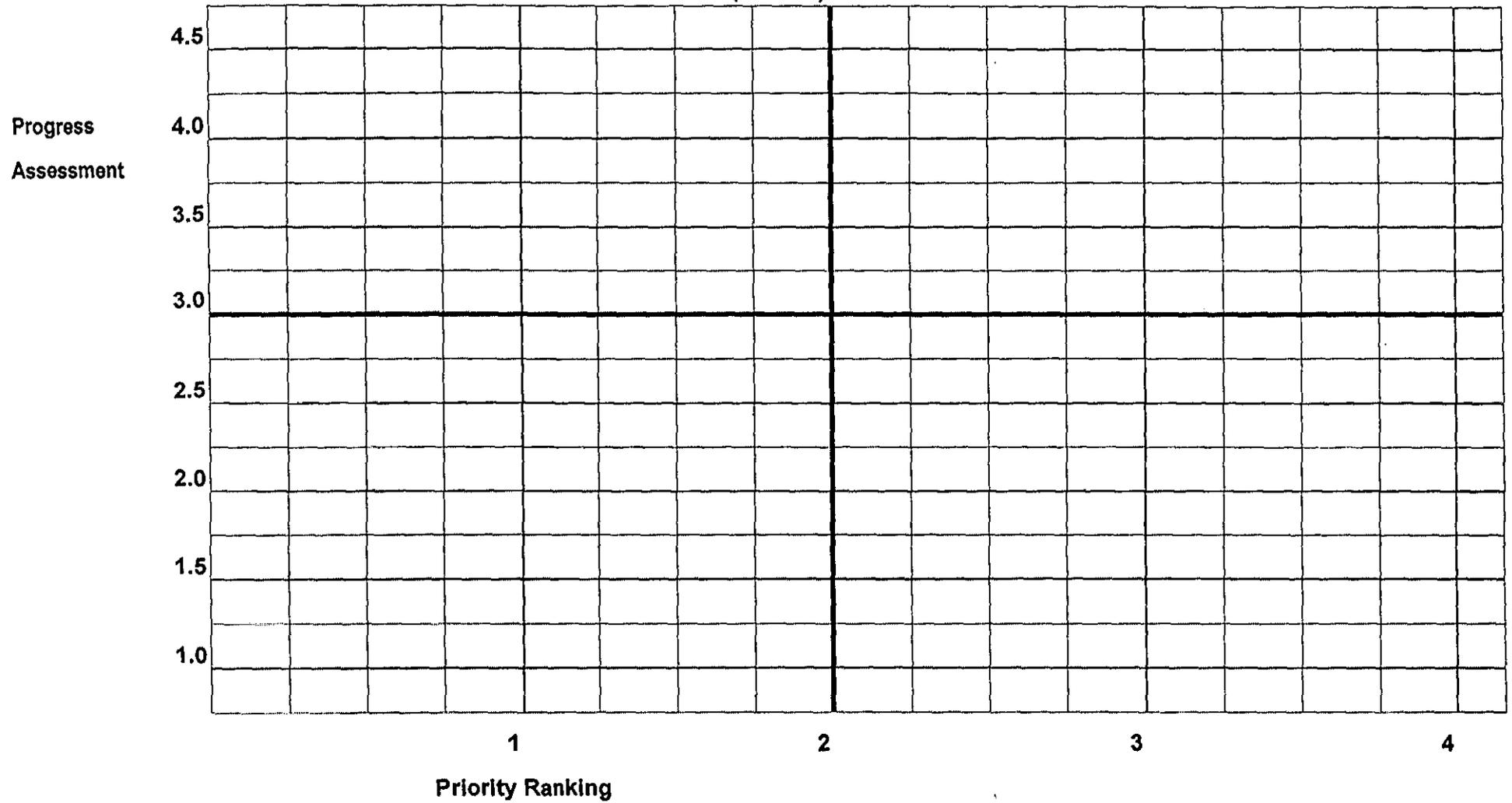
RESOURCE COMPONENT	KEY ELEMENT	DEVELOPMENT CONTINUUM							
		START-UP		DEVELOPMENT		EXPANSION/ CONSOLIDATION		SUSTAINABILITY	
		1	2	3	4	5	6	7	8
		1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50
MANAGEMENT BODY STRUCTURE	Legal Recognition								
	Active Management Body								
MISSION STATEMENT	Development of a Shared Vision								
AUTONOMY	Advocacy								
LEADERSHIP STYLE	Decision Making and Communication								
PLANNING	Mission/Strategic Overview								
	Planning Flow								
MANAGEMENT SYSTEMS	Administrative Procedures								
	Participatory Mgmt.& Ext. Comm. Systems								
	Internal Comm. Systems								
	Integrated M&E System								
STAFFING SKILLS and DEVELOPMENT	Skills/Capacity								
	Staff Participation in Management								
	Staff Expertise								
	Professional Development								
	Performance Appraisal								
	Diversity Policy								
FINANCIAL MANAGEMENT	Budget Planning used as Management Tool								
	Financial Health								
	Cash Controls								
	Audits								
	Co-mingling of Funds								
	Financial Security								
	Fundraising								
	Financial Solvency								
PARTNERSHIPS/ PUBLIC RELATIONS	Recognition of Organization by Public								
	Ability to Work with Local Communities								
	Promotion of Gender Awareness								
	Ability to Work with Development Partners								

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Legal Recognition
Active Management Body
Development of a Shared Vision
Advocacy
Decision-making and Communication
Mission/Strategic Overview
Planning Flow
Administrative Procedures
Part. Mgmt. and Ext. Comm. Systems
Internal Communications Systems
Integrated M&E System
Skills/Capacity
Staff Participation in Management
Staff Expertise
Professional Development
Performance Appraisal
Diversity Policy
Budget Planning used as Management Tool
Financial Health

Financial Solvency
Recognition of Organization
Ability to Work with Local Communities
Promotion of Gender Awareness
Ability to Work with Development Partners

Selecting Institutional Development Targets
(STEP 3)



IDF DATA WORKSHEET (STEP 4)

PROJECT OFFICE: _____

DATE: _____

RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5
MANAGEMENT BODY STRUCTURE	Legal Recognition		0.00								
	Active Management Body		0.00								
	Average for Management Body Structure			0.00							
MISSION STATEMENT	Development of a Shared Vision		0.00								
	Average for Mission Statement			0.00							
AUTONOMY	Advocacy		0.00								
	Average for Autonomy			0.00							
LEADERSHIP STYLE	Decision Making and Communication		0.00								
	Average for Leadership Style			0.00							

RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5
PLANNING	Mission/Strategic Overview		0.00								
	Planning Flow		0.00								
	Average for Planning			0.00							
MANAGEMENT SYSTEMS	Administrative Procedures		0.00								
	Participatory Management and External Communication Systems		0.00								
	Internal Communication Systems		0.00								
	Integrated M&E System		0.00								
	Average for Management Systems			0.00							

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RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5
STAFFING SKILLS and DEVELOPMENT	Skills/Capacity		0.00								
	Staff Participation in Management		0.00								
	Staff Expertise		0.00								
	Professional Development		0.00								
	Performance Appraisal		0.00								
	Diversity Policy		0.00								
	Average for Staffing Skills and Development		0.00								



RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5	
FINANCIAL MANAGEMENT	Budget Planning used as Management Tool		0.00									
	Financial Health		0.00									
	Cash Controls		0.00									
	Audits		0.00									
	Co-mingling of Funds		0.00									
	Financial Security		0.00									
	Fundraising		0.00									
	Financial Solvency		0.00									
	Average for Financial Management			0.00								

RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5
PARTNERSHIPS/ PUBLIC RELATIONS	Recognition of Organization by Public		0.00								
	Ability to work with Local Communities		0.00								
	Promotion of Gender Awareness		0.00								
	Ability to Work with Development Partners		0.00								
	Average for Partnerships/PR		0.00								

COMPILED SCORES FOR RESOURCE COMPONENTS									
RESOURCE COMPONENT	COMPONENT AVERAGES								
	Basellne	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5
Management Body Structure	0.00								
Mission Statement	0.00								
Autonomy	0.00								
Leadership Style	0.00								
Planning	0.00								
Management Systems	0.00								
Staffing Skills and Development	0.00								
Financial Management	0.00								
Partnerships/Public Relations	0.00								
Number of Components => 4									
Percent of Components => 4	0.00%								
Number of Components between 3 and 4 (3<4)									
Percent of Components between 3 and 4 (3<4)	0.00%								
Percent of Components => 3	0.00%								
Number of Components between 2 and 3 (2<3)									
Percent of Components between 2 and 3 (2<3)	0.00%								
Midterm Criteria Met?* (YES or NO)									
EOP Criteria Met?** (YES or NO)									

*Midterm Criteria: 60% of component averages are => than 3 and the remaining 40% are at least 2.

**EOP Criteria: 60% of component averages are => 4 and remaining 40% at least 3.

Organizational Unit: Salesian Mission Office of International Programs (SMOIP)		Date of Revision: _____			
Resource Component	Key Elements	Criteria for Each Progressive Stage (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
MANAGEMENT BODY STRUCTURE	Legal Recognition by non-USG Institutional donors	Though registered with USG organizations, necessary steps for registering with non-USG institutional donors are yet to be identified.	Steps necessary for registering with non-USG donors being explored.	Steps necessary for registering with one non-USG donor completed, submitted and under review.	Legal status established with one non-USG institutional donors.
	Active Support of SMOIP Outreach by Salesians	With a few exceptions SMOIP has not developed its role as a resource for assisting Salesian Societies design programs and submissions to donors nor is it recognized by the Provincial Councils to be a technical service provider.	SMOIP has increased the awareness of Salesian Provincial Councils of its technical expertise for designing programs and for competing successfully for grants and contracts.	Provincial Councils recognize SMOIP as a resource to help Salesian Societies design programs and compete for funds, and provides travel funding for this purpose.	Provincial Council, with the endorsement of Rome, support SMOIP in providing technical assistance to Salesian Societies and facilitates both travel funds and leverage funds to meet counterpart compliance.
MISSION STATEMENT	Development of a Shared Vision	No agreed upon vision for SMOIP (Salesian Mission Office for International Programs) with regard to leadership in development.	SMOIP dialogue (e.g., focus group discussions) begun to establish a shared vision.	Shared vision for SMOIP established but executive management staff are unclear about how this would translate into a project portfolio.	Shared vision is represented in development projects to be proposed.
AUTONOMY	Advocacy	SMOIP is implementing agent of one donor.	SMOIP is able to respond to the interests of more than one donor.	SMOIP is able to obtain funding to support its program.	In addition to managerial and financial autonomy, SMOIP is able to advocate to government and private sector.
LEADERSHIP STYLE	Decision-making and Communication	Program directions and management decisions are made by Executive Director.	Executive Director occasionally consults with one other staff member in making program and management decisions.	SMOIP staff members other than the Director are consulted regarding management decisions, but usually to obtain technical input only.	Staff members meet on a regular basis to discuss program direction and management, but Director is ultimately responsible for making decisions.

Resource Component	Key Elements	Criteria for Each Progressive Stage (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
PLANNING	Mission/Strategic Overview	Planning has not been developed beyond individual project work plans.	Initial work plan has been developed further to provide a more detailed account of Year 1 and is linked to budget.	Regular, systematic reviews of the work plan are held among SMOIP staff and members of the executive management staff, but modifications of the plan are rarely made in response to the reviews.	Annual and long-term strategic plans are reviewed regularly in relation to overall mission of SMOIP and revisions the plan are often made as a result of such reviews.
	Planning Flow	Planning is top-down in orientation - Executive Director driven.	The participation of SMOIP staff in planning is widened with contributions to decision making.	Beneficiaries (i.e., Salesian societies, local PVO's, host governments, donors) provide information for planning, but beneficiaries excluded from decision making.	Beneficiaries (i.e., Salesian societies, local PVO's, host governments, donors) and SMOIP staff contribute to planning decisions along with executive management staff.
MANAGEMENT SYSTEMS	Administrative Procedures (Personnel Systems, File Systems, Administration)	Few SMOIP administrative procedures formalized.	Administrative procedures increasingly formalized, but no operating manual.	Administrative manual in place, although not up-to-date or considered the "Bible".	Administrative manual updated as needed - considered the arbiter of procedures.
	Participatory Management and External Communication Systems	SMOIP involves Salesian missions around the world only as recipients of the SMOIP's program.	SMOIP draws on Salesian leaders for advice and mobilization of relevant Salesian Society members. Systematic involvement of Salesian Societies and program beneficiaries is yet to be established.	SMOIP draws on Salesian leaders in planning, implementation and evaluation events. Formal and informal communication mechanisms set up between SMOIP, relevant Salesian Society members, and program beneficiaries.	Salesian missions participate fully in planning, implementing, and evaluation events. Communication mechanisms utilized.
	Internal Communications Systems	Poor intra-staff communications - lack of formal and informal channels.	Modest amounts of staff communications. The emergence of formal channels for dialogue and decision making (such as staff meetings).	Communications are open and inter-hierarchical. Formal and informal channels established and utilized.	Organization periodically reviews communication flow to ensure free flow of information through both formal and informal channels.
	Integrated M&E System	Performance Monitoring Plan (PMP) using the IDF-GIV for SMOIP operations has not been developed.	PMP and specific processes for reviewing institutional development progress using the IDF-GIV are established but no reviews have been scheduled to date.	Performance reviews using the IDF-GIV are conducted on a bi-annual basis with feedback provided through qualitative and quantitative data reviews, yet data/information from reviews rarely effect management and program planning.	Ongoing M&E system functioning with full participation and feedback from staff and performance monitoring information is used in program planning and management.

Resource Component	Key Elements	Criteria for Each Progressive Stage (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
STAFFING SKILLS AND DEVELOPMENT	Skills/Capacity	Organizational chart exists, but doesn't clearly indicate functions.	Organizational chart exists and clearly indicates functions.	Staff functions and lines of authority are clearly indicated on organization chart which is endorsed/supported by staff, but staffing needs are not all met.	All staff positions are filled and capacity exists to contract out for other trained people as appropriate/necessary.
	Staff Participation in Management	Staff roles and responsibilities unclear and changeable.	Staff roles better understood, but fragmented.	Staff understand role in SMOIP more clearly and how to participate in program operations.	Staff increasingly able to shape the way in which they participate in program operations.
	Staff Expertise	SMOIP staff not fully capable of providing skills required of their positions.	Staff possess some technical skills required of their positions, but still lack broader analytic, communication/presentation, management skills and fundraising.	In addition to having technical specialization required of their positions, staff possess broader analytic, communication, presentation, managerial skills and fundraising.	Staff recognized for excellence and provide expertise to Salesian Missions and other organizations.
	Professional Development	No conscious human resource development strategy or practice.	General direction provided for staff development.	Staff development needs assessment and action plan exists.	Professional development considered part of job performance and staff development plan is implemented on schedule.
	Performance Appraisal	Little or no recognition of employee performance.	Performance recognized informally, but no formal mechanisms exist.	Formal performance appraisal system established, but skills development not included in performance appraisal.	SMOIP staff participate in objective setting/know what is expected of them. Skills development is included in performance appraisal.
	Diversity Policy	In recruitment process, organization has little consciousness of importance of, or interest in, diversity.	Consciousness and interest increased, but still no policy regarding diversity.	Organization expresses commitment to diversifying staff via formal policy.	Active recruitment of SMOIP staff following formal diversity policy.

Resource Component	Key Elements	Criteria for Each Progressive Stage (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
FINANCIAL MANAGEMENT	Budget Planning used as Management Tool	Budgets are not used as management tools.	Budgets are developed for project activities, but are often over- or under-spent by more than 20%.	Total expenditure is usually within 20% of budget, but actual activity often diverges from budget predictions.	Budgets are integral part of project management and are adjusted as project implementation warrants.
	Financial Health	Financial records are incomplete and difficult to understand. Prodding is often needed to produce them.	Financial reports are clearer - usually timely, but still incomplete.	Financial reports are clear and complete, even as project portfolio becomes more complex.	Reports and financial data system are understandable and can be accessed easily and efficiently. Reports are always timely and accurate.
	Cash Controls	No clear procedures exist for handling payables and receivables.	Financial controls exist, but lack a systematic procedure.	Improved financial control systems exist.	Excellent cash controls for payables and receivables and established budget procedures.
	Audits	External audits (i.e., where audits are requested by donors according to national custom) are not performed.	External audits are only rarely performed.	External audits are performed frequently, but not on a regular basis.	External audits are performed with a regular and appropriate frequency.
	Co-mingling of Funds	Project funds are not separated for different projects within the program.	Project funds are separated, but some temporary cross-project financing may occur.	Standard procedure is to avoid cross-project financing and most funds are separated.	All project funds are separated and adequate controls exist to avoid cross-project financing.
	Financial Security	SMOIP financing comes from only one source.	Financing comes from multiple sources, but 90% or more from one source.	No single source of funding provides more than 60% of funding.	No single source provides more than 40% of funding.
	Fundraising	SMOIP does not compete for new grants or projects.	SMOIP irregularly competes for new grants and projects.	SMOIP regularly competes for new grants or projects, but with limited success.	SMOIP regularly competes for new grants or projects and obtains acceptable levels of success.
	Financial Solvency	Project funding is insufficient to meet SMOIP operating expenses.	Funding is available to cover short-term expenses only.	Funding is available for short-term and medium-term operating expenses.	Funding for basic operations are guaranteed for periods beyond the life of individual projects.

Resource Component	Key Elements	Criteria for Each Progressive Stage (The Development Continuum)			
		Start-Up	Development	Expansion/Consolidation	Sustainability
PARTNERSHIPS/ PUBLIC RELATIONS	Recognition of Organization	SMOIP little known outside the range of its direct collaborators.	SMOIP is known to Salesian Societies, but does little to promote its activities.	SMOIP has developed limited lines of communication with private sector, development community, but regular communication systems not in place.	SMOIP and its work is well known to public and systematic communications in place. Organization engages relevant community members in policy dialogue in relation to development programs.
	Promotion of Gender Awareness	SMOIP is not recognized by Salesian Societies as a leader in gender development.	SMOIP is recognized by some Salesian Societies as a leader in gender development, though, with the exception of the GIV related activities, few requests have been made by Salesian Societies to SMOIP to provide technical assistance in the area of gender development programming.	SMOIP is recognized by most Salesian Societies as a leader in gender development and requests are made by Salesian Societies for SMOIP's technical assistance in the area of gender development programming. However, SMOIP has not developed formalized a strategy for effectively responding to these requests.	SMOIP is recognized by most Salesian Societies as a leader in gender development and requests are made by Salesian Societies for SMOIP's technical assistance in the area of gender development programming. SMOIP has developed formal strategies for effectively responding to these requests.
	Ability to Work with Development Partners	SMOIP does not have experience working with other PVOs. Not known by development community.	SMOIP increasingly known by development community, but has little experience with collaboration.	SMOIP works with international or local development organizations, and participates in PVO networks, but has not played a leadership role in promoting PVO coalitions and projects.	SMOIP plays leadership role in promoting PVO coalitions or projects and supports other PVOs.

PRIORITY RANKING WORKSHEET

Salesian Missions/Arlington _____

DATE: _____

RESOURCE COMPONENT	KEY ELEMENT	ORGANIZATIONAL PRIORITIES					COMMENTS
		Not Significant	Significant, not Priority	Priority	Crucial	Makes or Breaks	
		0	1	2	3	4	
MANAGEMENT BODY STRUCTURE	Legal Recognition						
	Active Management Body						
MISSION STATEMENT	Development of a Shared Vision						
AUTONOMY	Advocacy						
LEADERSHIP STYLE	Decision Making and Communication						
PLANNING	Mission/Strategic Overview						
	Planning Flow						
MANAGEMENT SYSTEMS	Administrative Procedures						
	Participatory Management and External Communication Systems						
	Internal Communication Systems						
	Integrated M&E System						

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RESOURCE COMPONENT	KEY ELEMENT	ORGANIZATIONAL PRIORITIES					COMMENTS
		Not Significant	Significant, not Priority	Priority	Crucial	Makes or Breaks	
		0	1	2	3	4	
STAFFING SKILLS and DEVELOPMENT	Skills/Capacity						
	Staff Participation In Management						
	Staff Expertise						
	Professional Development						
	Performance Appraisal						
	Diversity Policy						
FINANCIAL MANAGEMENT	Budget Planning used as Management Tool						
	Financial Health						
	Cash Controls						
	Audits						
	Co-mingling of Funds						
	Financial Security						
	Fundraising						
	Financial Solvency						
PARTNERSHIPS/ PUBLIC RELATIONS	Recognition of Organization by Public						
	Promotion of Gender Awareness						

RESOURCE COMPONENT	KEY ELEMENT	ORGANIZATIONAL PRIORITIES					COMMENTS
		Not Significant	Significant, not Priority	Priority	Crucial	Makes or Breaks	
		0	1	2	3	4	
	Ability to Work with Development Partners						

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PROGRESS ASSESSMENT WORKSHEET

Salesian Missions/Arlington

DATE: _____ PROJECT YEAR _____

RESOURCE COMPONENT	KEY ELEMENT	DEVELOPMENT CONTINUUM							
		Start-Up		Development		Expansion/ Consolidation		Sustainability	
		1		2		3		4	
		1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50
MANAGEMENT BODY STRUCTURE	Legal Recognition								
	Active Management Body								
MISSION STATEMENT	Development of a Shared Vision								
AUTONOMY	Advocacy								
LEADERSHIP STYLE	Decision Making and Communication								
PLANNING	Mission/Strategic Overview								
	Planning Flow								
MANAGEMENT SYSTEMS	Administrative Procedures								
	Participatory Management and External Communication Systems								
	Internal Communication Systems								
	Integrated M&E System								
STAFFING SKILLS and DEVELOPMENT	Skills/Capacity								
	Staff Participation in Management								
	Staff Expertise								
	Professional Development								
	Performance Appraisal								
	Diversity Policy								

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RESOURCE COMPONENT	KEY ELEMENT	DEVELOPMENT CONTINUUM							
		Start-Up		Development		Expansion/ Consolidation		Sustainability	
		1		2		3		4	
		1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50
FINANCIAL MANAGEMENT	Budget Planning used as Management Tool								
	Financial Health								
	Cash Controls								
	Audits								
	Co-mingling of Funds								
	Financial Security								
	Fundraising								
	Financial Solvency								
PARTNERSHIPS/ PUBLIC RELATIONS	Recognition of Organization by Public								
	Promotion of Gender Awareness								
	Ability to Work with Development Partners								

IDF DATA WORKSHEET (STEP 4)

Saleslan Misslions/Arlington

DATE: _____

RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5
MANAGEMENT BODY STRUCTURE	Legal Recognition		0.00								
	Active Management Body		0.00								
Average for Management Body Structure			0.00								
MISSION STATEMENT	Development of a Shared Vision		0.00								
	Average for Mission Statement		0.00								
AUTONOMY	Advocacy		0.00								
	Average for Autonomy		0.00								
LEADERSHIP STYLE	Decision Making and Communication		0.00								
	Average for Leadership Style		0.00								

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RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5
PLANNING	Mission/Strategic Overview		0.00								
	Planning Flow		0.00								
	Average for Planning			0.00							
MANAGEMENT SYSTEMS	Administrative Procedures		0.00								
	Participatory Management and External Communication Systems		0.00								
	Internal Communication Systems		0.00								
	Integrated M&E System		0.00								
	Average for Management Systems			0.00							

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RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5
STAFFING SKILLS and DEVELOPMENT	Skills/Capacity		0.00								
	Staff Participation in Management		0.00								
	Staff Expertise		0.00								
	Professional Development		0.00								
	Performance Appraisal		0.00								
	Diversity Policy		0.00								
	Average for Staffing Skills and Development		0.00								

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RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5	
FINANCIAL MANAGEMENT	Budget Planning used as Management Tool		0.00									
	Financial Health		0.00									
	Cash Controls		0.00									
	Audits		0.00									
	Co-mingling of Funds		0.00									
	Financial Security		0.00									
	Fundraising		0.00									
	Financial Solvency		0.00									
	Average for Financial Management			0.00								

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RESOURCE COMPONENT	KEY ELEMENT	Weight	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5	
PARTNERHSIPS/ PUBLIC RELATIONS	Recognition of Organization by Public		0.00									
	Promotion of Gender Awareness		0.00									
	Ability to Work with Development Partners		0.00									
	Average for Partnerships/PR			0.00								

SP

COMPILED SCORES FOR RESOURCE COMPONENTS									
RESOURCE COMPONENT	COMPONENT AVERAGES								
	Baseline	Mid-Yr2	End-Yr2	Mid-Yr3	End-Yr3	Mid-Yr4	End-Yr4	Mid-Yr5	End-Yr5
Management Body Structure	0.00								
Mission Statement	0.00								
Autonomy	0.00								
Leadership Style	0.00								
Planning	0.00								
Management Systems	0.00								
Staffing Skills and Development	0.00								
Financial Management	0.00								
Partnerships/Public Relations	0.00								
Number of Components => 4									
Percent of Components => 4	0.00%								
Number of Components between 3 and 4 (3<4)									
Percent of Components between 3 and 4 (3<4)	0.00%								
Percent of Components => 3	0.00%								
Number of Components between 2 and 3 (2<3)									
Percent of Components between 2 and 3 (2<3)	0.00%								
Midterm Criteria Met?* (YES or NO)									
EOP Criteria Met?** (YES or NO)									

*Midterm Criteria: 60% of component averages are => than 3 and the remaining 40% are at least 2.

**EOP Criteria: 60% of component averages are => 4 and remaining 40% at least 3.

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GIV Student Information Management System Guidelines

Attached is a copy of an Excel Workbook that will make up the GIV student tracking system referred to as the Student Information Management System. The Workbook includes two separate Excel Spreadsheets to be used to keep a record of the young women who have enrolled in one of the technical training programs under the GIV Project.

In most cases Project Office staff members will need to work with key personnel at the training site to assist them in completing the information on the two spreadsheets. The information can be entered in writing or typed into the Excel Spreadsheet at the training site, depending on the capacity and resources of the personnel at the training site. However, it is important that information across training sites be compiled at the Project Office in order to: 1) maintain a record of all the young women in the GIV; 2) monitor progress of the GIV overall; 3) monitor progress and provide support to the training sites; and 4) monitor progress and provide support to all the young women in the program.

The Project Office will need to help the training sites set up a coding system for the Trainee ID and Training Program Code. For example, each training site (e.g., *technical training center, vocational school*) should be assigned a number. Then Trainee ID numbers will begin with that number and followed by a number representing the trainee. For example, in a country let's say there are two training sites where young women are being enrolled in certain training programs, the XXXX and the YYYY training sites. The XXXX site will be assigned the training site code of "1" and YYYY will be assigned the training site code of "2". Subsequently, the first trainee at the XXXX training site will receive an ID number of 1001. The second trainee from the XXXX site will receive an ID number of 1002 and so on and so forth. The first trainee from the YYYY training site will receive a Trainee ID number of 2001 and the second trainee from the YYYY site will receive a Trainee ID number of 2002 and so on and so forth. The Training Program Codes within each training site (e.g., a *Computer Skills Program* and a *Graphic Design Program* both provided at a similar Training Site) can also be assigned codes in the same manner. By doing this carefully, there will be no redundancy and confusion when the data is compiled across training centers at the Project Office.

It is imperative that some of the information on the two spreadsheets remain constant to allow us to combine the two sets of information in our efforts to understand what factors contribute or constrain student performance in a given training program. The information that should be the SAME for each spreadsheet is listed below.

GIV Country

SA, South Africa
ZA, Zambia
SL, Sri Lanka

HO, Honduras

BO, Bolivia

Trainee ID

Each young women trainee being tracked as part of the GIV Project should be assigned a unique identification number. That is, every young woman in the program should have a different Trainee ID.

Trainee Name

The trainee named should be consistent (along with the Trainee Code) from one spreadsheet to another.

Training Program Code

Each training program that young women may enroll in should be assigned a unique code. This common code will be used both in the demographic spreadsheet and the progress spreadsheet.

GIV Tracking System-Demographics

The first spreadsheet is used to store demographic information on all the young women in the program. As you can see on this spreadsheet there is one line of data for each trainee. Most of the information stored in this spreadsheet is self-explanatory.

What should be entered under the column *Social/Personal Factors that may Impact Performance*? Please enter any information about the young woman trainee that you feel would *facilitate* or *constrain* her progress in successfully completing her training program and securing and keeping employment after completion. Taking the time to know the young women in the program and recording these factors will serve to inform the training site and the project office about factors that impact the program (e.g., positive and negative factors that impact the trainee's participation and performance and/or her ability to secure and maintain a job). This information will assist the project office in better understanding factors that facilitate a young woman's success so that these could be applied if possible to other young women trainees. The information will also help identify constraining factors and allow the training sites and project office to make mid-course changes to resolve or mitigate identified constraints.

An eCode to be used for Highest Grade Completed

- "1, 2... 12" Represents years in formal schooling; that is, 1st year or grade, 2nd year or grade, etc.

- Use the final year of formal school with plus sign added to indicate technical or other training (e.g., adult literacy or education) beyond formal schooling such as: 6+, 7+, 12+.

Finally, remember to keep the data entered for *GIV Country, Trainee ID, Trainee Name, and Training Program Code* the same on both the demographic and progress sheet.

GIV Tracking System-Progress

The second spreadsheet is used to track the progress of the young women in the GIV program. This spreadsheet allows the project office to identify trends in trainee performance, attendance and aspects of the training program that may facilitate or impede performance and participation by young women.

As you can see, this spreadsheet provides four lines for each young woman trainee. Each line represents the progress of each trainee for each year of the project beginning in Year 2. On each line there is an opportunity to enter a quarterly comment for each trainee. This trainee monitoring process should continue on a quarterly basis even after the trainee has graduated from a program. The reason for this is so that we continue to support all of the trainees during their job search and also after they have secured a job. The latter support and follow-up will facilitate the young women's perseverance in maintaining employment.

The spreadsheet provides a space for a comment on the young women's progress for every quarter through Year 5 of the project. In this space, please make any comments you feel appropriate, such as the following (but certainly not limited to these examples):

Courses completed
Grades obtained
Examinations passed or failed
Courses being added
Changes in training program
Attendance
Personal constraining factors to be noted
Interviews
Jobs obtained
Jobs lost
Interaction with PPAs
Interaction with BACs

Quarterly Progress Report Girls in the Vanguard

Country: Zambia
Reporting Period: 1 APRIL – 30 JUNE 2002

I. Background

Since September 1986 Salesian Missions/Arlington and Salesian Societies in developing countries have received support from USAID/PVC to strengthen their activities bringing quality education to poor, disadvantaged and abandoned youth throughout the world. The Salesian Society of Saint Frances de Sales was founded in Turin on December 18, 1859. Its original purpose was to train the unskilled boys migrating to Turin to find jobs. On August 5, 1872, Don Bosco together with Sister Mary Mazzarello founded the Salesian Sisters to train girls. Salesians have 3,100 of their own schools and manage thousands of others for host governments. Today, with the help of USAID/PVC the Salesian Society is defining an approach to offer skills training for jobs to girls and young women at their once “males only” professional schools. The project is titled “Girls in the Vanguard” (GIV). The goal of the project at the Salesian Missions/Arlington Office is to provide leadership in girls’ and young women’s programming to Salesian Societies in developing countries. The goal of the project at the GIV country sites, Bolivia, Honduras, South Africa, Sri Lanka and Zambia, is to have Salesian-trained girls young women employed in good jobs. The activities will take place from October 1, 2001 to September 29, 2006 and help to fulfill the strategic plan of Don Bosco and Madre Mazzarello to train poor and disadvantaged girls and young women.

The current program incorporates past experiences in developing the highly successful Project Office model from the prior Matching Grant and offers skills training and job placement to girls in non-traditional skills. The project will train and place at least 1,000 girls in private sector jobs utilizing a network of partnerships with Salesian Past Pupil’s Associations (PPAs) and newly established Business Advisory Councils (BACs).

All five sites share three principle objectives:

1. To establish a sustainable project office;
2. Salesian-trained young women job skills and motivation developed; and
3. For businesses to be willing to employ young women.

In Zambia, the Salesian training institutions in Chingola and Lufubu will be assisted as they develop their programs further to accommodate the participation by girls and young women. Considering the high unemployment rates in Zambia (~70%), course enhancements and new program development activities will follow a rigorous study of the labor demands in nearby communities.

II. Schedule of GIV-Zambia Results and Associated Activities

Activities scheduled under the GIV-Zambia country program are organized according to the three primary objectives as follows:

Objective 1. Sustainable project office strengthened.

- 1.1 Attend DIP workshop in Washington, DC.
- 1.2 Locate office space; procure needed equipment.
- 1.3 Hire professional staff (Project Director and Gender Specialist)
- 1.4 Conduct baseline institutional capacity assessment.
- 1.5 Conduct training needs assessment for staff.
- 1.6 Design strategic plan to develop institutional development plan, including a training strategy.
- 1.7 Implement institutional development plan, including systems for managing staff, activities, finances, and M & E.
- 1.8 Implement staff training.
- 1.9 Establish networks with development partners.
- 1.10 Design development program priorities.
- 1.11 Write/submit funding proposals.
- 1.12 Attend mid-term workshop in Washington, DC.

Objective 2. Salesian-trained young women's job skills and motivation developed.

- 2.1 Enhance existing programs at Chingola and Lufubu to increase access by female students.
- 2.2 Conduct labor market research to identify new courses that would be attended well by woman and would lead to their employment.
- 2.3 Conduct a feasibility study prior to course development, based on research findings.
- 2.4 Obtain technical assistance to design new course(s).
- 2.5 Develop gender outreach program for staff, instructors, students.
- 2.6 Conduct gender orientation seminars.
- 2.7 Develop/implement life skills training program for female students.
- 2.8 Assist in the establishment of a functional PPA.
- 2.9 Support PPA work as support programs for women in training.

Objective 3. Businesses willing to employ young women.

- 3.1 Survey employment needs of local businesses.
- 3.2 Assist in establishment of a Business Advisory Council.
- 3.3 Assist BAC in their conduct of regular meetings and outreach to businesses regarding GIV activities.
- 3.4 Assist PPAs in conducting outreach programs to encourage BAC members and others to commit to employ women.

Program Management (PM).

- PM1. Conduct mid-term evaluation.
- PM2. Conduct final evaluation.
- PM3. Submit monthly financial report.
- PM4. Submit quarterly progress report.
- PM5. Submit annual report.
- PM6. Submit final report.

III. Current Activities

Prior to addressing each objective and related planned activities, some text should be provided that discusses the last quarter and the main accomplishments of that quarter. This review is usually followed by an introduction to the focus of activity for the current quarter.

Objective 1. Sustainable project office strengthened.

1.1 Attend DIP workshop in Washington, DC.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.2 Locate office space; procure needed equipment.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.3 Hire professional staff (Project Director and Gender Specialist)

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.4 Conduct baseline institutional capacity assessment.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.5 Conduct training needs assessment for staff.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.6 Design strategic plan to develop institutional development plan, including a training strategy.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.7 Implement institutional development plan, including systems for managing staff, activities, finances, and M & E.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.8 Implement staff training.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.9 Establish networks with development partners.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.10 Design development program priorities.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.11 Write/submit funding proposals.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

1.12 Attend mid-term workshop in Washington, DC.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

Objective 2. Salesian-trained young women's job skills and motivation developed.

2.1 Enhance existing programs at Chingola and Lufubu to increase access by female students.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

2.2 Conduct labor market research to identify new courses that would be attended well by woman and would lead to their employment.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

2.3 Conduct a feasibility study prior to course development, based on research findings.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

2.4 Obtain technical assistance to design new course(s).

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

2.5 Develop gender outreach program for staff, instructors, students.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

2.6 Conduct gender orientation seminars.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

2.7 Develop/implement life skills training program for female students.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

2.8 Assist in the establishment of a functional PPA.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

2.9 Support PPA work as support programs for women in training.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

Objective 3. Businesses willing to employ young women.

3.1 Survey employment needs of local businesses.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

3.2 Assist in establishment of a Business Advisory Council.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

3.3 Assist BAC in their conduct of regular meetings and outreach to new and relevant employers.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

3.4 Assist PPAs in conducting outreach programs to encourage BAC members and others to commit to employ women.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

Program Management (PM).

PM1. Conduct mid-term evaluation.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

PM2. Conduct final evaluation.

Discuss what has been done on this activity this quarter, if anything. If there has been no activity related to this action during the quarter, then say this (e.g., No activity this quarter). If this action was completed in a previous quarter then say this (e.g., This action completed in 1st Quarter of Year 1).

PM3. Submit monthly financial report.

Address timeliness of your submission and if late, why and what you will do to alleviate problems.

PM4. Submit quarterly progress report.

Address timeliness of your submission and if late, why and what you will do to alleviate problems.

PM5. Submit annual report.

Address timeliness of your submission and if late, why and what you will do to alleviate problems.

PM6. Submit final report.

Address timeliness of your submission and if late, why and what you will do to alleviate problems.

IV. Performance

In the following table planned activities for the project are listed with associated timelines and a status report. The original time lines were those projected earlier and documented on the Work Plan submitted with the GIV Detailed Implementation Plan. Delayed activities are assigned a new timeline and the new timeline will be listed as the Projected Timeline in the Performance Section of subsequent quarterly reports (i.e., unless the new timelines are revised even further). Note: Some of the language is simplified to reduce space on table. Also, if a Country Program would like to further breakdown activities into sub-activities with different projected timelines, it should be done by using the same numbering system (i.e., for 1.6 Design strategic plan to develop institutional development plan, it might be desirable to, for example, have a different deadline for developing the plan: 1.6.1 Develop strategic plan, 1.6.2 Implementation completed).

Table of GIV-Zambia Objectives and Activities: Timelines and Performance Status			
GIV-Zambia Objectives and Associated Activities	Projected Timeline	On Schedule?	New Schedule
Objective 1. Sustainable project office strengthened.			
1.1 Attend DIP workshop in Washington, DC.	Yr 1 Q3		
1.2 Locate office space; procure needed equipment.	Yr 1 Q4		
1.3 Hire professional staff (Project Director and Gender Specialist)	Yr 1 Q4		
1.4 Conduct baseline institutional capacity assessment.	Yr 1 Q4		
1.5 Conduct training needs assessment for staff.	Yr1 Q4		
1.6 Design strategic plan to develop institutional development plan, including a training strategy.	Yr1 Q4		
1.7 Implement institutional development plan, including systems for managing staff, activities, finances, and M & E.	Yr2		
1.8 Implement staff training.	Yr2 Q1-2 Yr3Q2 Yr4Q2 Yr5Q2		
1.9 Establish networks with development partners.	Yr2-Ongoing		
1.10 Design development program priorities.	Yr2-Ongoing		
1.11 Write/submit funding proposals.	Yr2-Ongoing		
1.12 Attend mid-term workshop in Washington DC.	Yr 3 Q3		
Objective 2. Salesian-trained young women's job skills and motivation developed.			
2.1 Enhance existing programs at Chingola and Lufubu to increase access by female students.	Yr2 Q1-4		
2.2 Conduct labor market research to identify new courses that would be attended well by woman and would lead to their employment.	Yr1 Q4 Yr2 Q1		
2.3 Conduct a feasibility study prior to course development, based on research findings.	Yr1 Q4 Yr2 Q1		
2.4 Obtain technical assistance to design new course(s).	Yr2 Q2-4		
2.5 Develop gender outreach program for staff, instructors, students.	Yr2-Ongoing		
2.6 Conduct gender orientation seminars.	Yr2-Ongoing		
2.7 Develop/implement life skills training program for female students.	Yr2 Q3- Ongoing		
2.8 Assist in the establishment of a functional PPA.	Yr2 2-3		
2.9 Support PPA work as support programs for women in training.	Yr3-Ongoing		
Objective 3. Businesses willing to employ young women.			
3.1 Survey employment needs of local businesses.	Yr1 Q4-Yr2 Q1		
3.2 Assist in establishment of a business advisory council.	Yr2 Q1-3		
3.3 Assist BAC in their conduct of regular meetings and outreach to businesses regarding GIV activities.	Yr2 Q3- Ongoing		
3.4 Assist PPAs in conducting outreach programs to encourage BAC members and others to commit to employ women.	Yr2 Q3- Ongoing		

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<i>Program Management (PM).</i>			
PM1 Conduct mid-term evaluation and report submitted.	Yr3 Q2		
PM2 Conduct final evaluation and report submitted.	Yr 5 Q4		
PM3 Submit monthly financial report	YR1-Ongoing		N/A
PM4 Submit quarterly progress report	YR1-Ongoing		N/A
PM5 Submit annual report	YR1-Ongoing		N/A
PM6 Submit final report	Sep '06		

V. Financials

This section is to be a narrative on financial issues: i.e., discuss whether spending levels are on target or not, anticipated large expenditures for the upcoming quarter, how match is being met, etc. Note: this does not replace the monthly financial report.

VI. Summary: Opportunities, Constraints, And Next Steps

This section provides you with an opportunity to summarize your progress during the quarter in your own words and to discuss any special circumstances, both positive and negative that have facilitated or constrained progress. This is a self-reflection opportunity and should be considered that. Also, this section helps you to frame a strategy for the upcoming quarter, based on the current quarter results.