



Bolivia

Honduras



South Africa

Zambia

Sri Lanka

## Year 4 Annual Report

# Girls in the Vanguard: A Sustainable Systems Approach to Job Training and Placement For Girls and Young Women

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Beginning and End Date  
October 1, 2001 - December 31, 2006

Country Sites  
Bolivia, Honduras, South Africa, Sri Lanka and Zambia

## Summary

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At the conclusion of Project Year 4, the Girls in the Vanguard (GIV) Matching Grant continued to run at full capacity. Girls and young women were enrolled in technical training courses at Salesian institutions across the five countries; Project Offices were staffed and conducting ongoing activities in all three target areas: capacity building, fundraising, and gender awareness. GIV and other Salesian Missions, Office for International Programs (SMOIP) staff continued to provide technical training during field visits as well as electronically and the GIV Project Director visited all sites for ongoing technical improvements and monitoring.

The results of the mid-term evaluation were presented at the Innovations in Training Workshop held at the end of Year 3 in Arlington, VA. Sites responded well to the recommendations made in the mid-term evaluation, particularly regarding job placement strategies and recruitment and retention methods. Under the GIV program, all sites either established new or upgraded computer courses and for the most part, GIV participants enrolled in these courses. PO and GIV staff have continued to try innovative strategies to recruit girls and young women for the more “nontraditional “trainings”, such as carpentry, auto mechanics, industrial mechanics, and the like. The few girls who do enroll and complete such training have been readily employed.

Regardless, gender awareness and life skills training has been critical to GIV participants’ success in all courses, and has played an instrumental role in promoting positive attitudes toward the inclusion of female students at Salesian institutions. There has been a paradigm shift at the Salesian communities at each site, as they have now become accustomed to the presence of females at their institutions and encourage their participation.

During Year 4, all sites had great success in fundraising. Sri Lanka in particular raised \$8.9 million in the aftermath of the tsunami that struck its coastal regions on December 26, 2004. It is anticipated that all sites will far surpass their end of project goal of \$800,000 in fundraising, as only Zambia has yet to reach this target.

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**I. Background to Grant and Project Context**

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Since September 1986, Salesian Missions Office for International Programs (SMOIP) and Salesian Societies in developing countries have received support from the U.S. Agency for International Development/Democracy and Humanitarian Assistance/Private Voluntary Cooperation-American Schools and Hospitals Abroad (USAID/DCHA/PVC-ASHA) to strengthen their activities, bringing quality education to poor, disadvantaged and abandoned youth throughout the world. The Salesian Society of Don Bosco was founded by John “Don” Bosco in Turin, Italy in 1859 to train unskilled boys who migrated to Turin in search of employment. In 1872, Don Bosco, together with Sister Mary Mazzarello, founded the Salesian Sisters to train girls. The Salesians now operate 3,408 of their own schools and manage thousands of others for host governments in 131 countries. Today, with the help of PVC-ASHA, the Salesians are defining an approach to offer skills training for jobs to girls and young women at their once “males only” technical and vocational schools.

Salesians concentrate their work in economically deprived areas where poverty is the norm, hunger and malnutrition common, and illiteracy high. Salesian socio-economic development work aims at providing poor communities the means to achieve economic self-sufficiency, improve their lives and participate in the benefits of their growth through education programs for youth residing in these communities. In addition to technical and vocational training, the Salesians’ education system includes personal development support and guidance. The educational process is designed to enhance young persons’ understanding of civic and social responsibilities and of their contribution through honest work to the well-being of their families and communities.

Both boys and girls in the areas served by the Salesians often have little or no formal education. Under-educated girls are often trained for menial tasks and domestic jobs such as cooking or cleaning with little earning potential; under-educated boys, however, are trained in skills such as welding, carpentry and cabinet-making where they can earn salaries higher than the minimum wage. The Salesians are working to provide the same opportunities to girls and young women as they give to young boys.

Through the GIV matching grant, the inclusion of girls and young women is facilitated at Salesian technical and vocational training facilities in five countries: Bolivia, Honduras, South Africa, Sri Lanka, and Zambia. The program is designed to build community support to train girls and young women and place them in private sector jobs with advancement potential. As training programs are designed to include females, a best practices manual will be developed and disseminated to Salesian Societies around the world as they begin to open their doors to girls and young women. GIV also established

new project offices or strengthened existing project offices to support and facilitate quality Salesian training programs for all youth.

## **II. Project Methodology**

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The goal of the project at SMOIP 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 runs from October 1, 2001 to December 31, 2006<sup>1</sup> and helps fulfill the strategic plan of Don Bosco and Madre Mazzarello to train poor and disadvantaged youth.

The goals are well-founded, but attainment is more complicated. Not all girls and young women want to be trained in skills heretofore thought to be for males. Many do not even consider technical or vocational training as a further education option beyond primary school. More often than not, families are not open to female members' training or employment in jobs that are considered non-traditional for women. Nor are workplaces always receptive: some employers assume that investing in a female is a waste as she will eventually marry, start a family and leave the job. Nevertheless, the first objective of the Salesian Societies is to open courses that have been traditionally designed 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 SMOIP 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 (PO) established or an existing PO strengthened;
2. Salesian-trained young women's job skills developed; and
3. Businesses willing to employ young women.

The GIV project employs an integrated approach to achieve the above objectives, including integrating girls into existing courses at Salesian institutions; integrating lay professionals into operations at PO and Salesian institutions; integrating graduates of the Salesian institutions via Past Pupils Associations (PPA) and the business community via Business Advisory Councils (BAC) into GIV activities so they may serve as a resource for the project offices, Salesian institutions and students; and finally, by integrating gender awareness into the work conducted at all levels.

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<sup>1</sup> The grant was originally scheduled to run to September 30, 2006. A three-month, no-cost extension was granted in July 2004.

The methodology involves building the capacities of SMOIP and PO; continuous assessment of all project activities; participation of the parties listed above in all GIV activities; ongoing monitoring of the girls and young women enrolled at the Salesian institutions; and the development of new training programs (short- and long-term) for all students as well as training courses for PO staff, PPA and BAC and members of the Salesian community.



Figure 1. Girls participating in a workshop, South Africa.

The strategy is to provide the PO with the basic management tools, technical support, and oversight necessary to enable each PO to accomplish the project objectives. Through site visits and regular contact with the field, SMOIP has worked diligently to create a participatory atmosphere and encourage the active involvement of all key stakeholders, including the PO, Salesian institutions, students, PPA, and BAC, in project implementation. In addition, SMOIP encourages sites to build on these tools and share

with each other any additional tools or innovative practices developed.

Key inputs this year include the recommendations made from the mid-term evaluation and discussed collectively during the Innovations in Training Workshop held in Arlington, VA in August 2004. The GIV Project Director visited all of the sites to monitor progress and provide technical assistance. The Project Director addressed myriad management issues while in the field as all sites still required support in administration as well as technical expertise. All sites now have written, established office protocols or are in the process of finalizing procedures. Budgeting is being addressed as a management tool and all sites were required to submit projected budgets in order to better plan expenditures for the year. In the case of some sites, particularly Bolivia and Honduras, money needs to be set aside to cover government-required severance for staff at the end of the project, and this was addressed with sites as necessary to include in the budget. In addition, SMOIP hired the consultant who conducted the mid-term evaluation to return to Sri Lanka for a follow-up evaluation. The consultant reported that the progress made overall was very positive.

### III. Monitoring and Evaluation

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In July of 2004, USAID granted a three-month, no-cost extension that extended the project's end date from September 29, 2006 to December 31, 2006. The extension was granted to bring the project year more in line with the class schedule of the training sites, as the academic year of most GIV sites runs from January to December. The three

months added to the project's final year will allow the inclusion of data from students graduating during the final year of the project, thus making the final reporting more consistent with the actual number of students trained, certified, and placed in jobs during the life of the project.

One of the three principle recommendations from the Mid-Term Evaluation (MTE) was a reduction of the overall goal of 1,000 Salesian-trained young women trained and employed to 800 across the five countries as follows:

- In Bolivia, increase the target from 200 to 260.
- In Honduras, reduce the target from 200 to 140.
- In Sri Lanka, reduce the target from 200 to 100.
- In Zambia, reduce the target from 200 to 100.
- In South Africa, maintain the target of 200.

When this recommendation was reviewed with SMOIP program staff, GIV Country Directors, and the MTE consultant at the Innovations in Training Workshop held in August of 2004, however, the participants unanimously agreed to maintain the original target of 200 young women trained and employed by the end of the project.

Because the sites agreed to maintain the original targets, most of the activities for Year 4 were centered around increasing the number of students enrolled in courses, retaining those students, and placing the graduates in jobs with advancement potential. The mid-term provided sites with specific information in how they could improve their programs and maximize their efforts towards the end-of-project targets.

Despite life skills and gender training, Honduras continued to have high rates of attrition in their programs during the first three years of operation. After conducting a socioeconomic study investigating these high rates, the Project Office established an Orientation Department, staffed by a professional psychologist and a psychology student from the university, to provide a more comprehensive, structured adjustment program for new students. This system also provided a mechanism to track students' progress and monitor ongoing needs and issues. The social services have had a positive impact in decreasing the attrition at this site.

One of the recommendations for all sites was to hire a Job Placement Coordinator who could dedicate full-time hours to this endeavor. In South Africa, the Job Placement Coordinator was not hired until the fourth year of the project. Prior to the Job Placement Coordinator's employment, program staff, already overloaded with their own work, were attempting to place students in employment. This resulted in sporadic success, a lack of oversight of the job placement process, and poor tracking of graduates. The Job Placement Coordinator set up a system of workshops with graduates on resume development, job search skills, and interviewing techniques, which greatly improved the students' employment opportunities and the Project Office saw an increase in the number of graduates employed. At the end of Year 4, South Africa had 152 women placed in jobs, the highest of any country.

The sites also actively engaged in innovative outreach efforts in an attempt to recruit more female students. In Zambia, the initial enrollment of females totaled two at the project's inception; this was due in large part to parents' refusal to permit their daughters to participate in non-traditional education. GIV staff implemented a home visitation program to attempt to convince the parents to allow female children to enter school. Zambia also opened a second site in Year 4 in a rural area approximately 1,000km from Lusaka, the home of the Project Office.

Bolivia used myriad methods, including multimedia presentations, flyers, and visits to schools, to engage parents, students, and other community-level stakeholders in GIV programs. Furthermore, Project Office staff actively sought input from the abovementioned stakeholders in the process of program improvement, which fostered a sense of program ownership among all parties.

Honduras conducted a number of Career Fairs, developed a promotional video, and training modules in human development, life skills, and employment preparation as part of their communication strategy. Of note, Honduras incorporated the GIV training modules as a part of all Salesian education, thus promoting GIV and integrating gender awareness among all students participating in any Salesian education.

#### **IV. Review and Analysis of Project Results by Country**

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##### Bolivia

Bolivia's focus in Year 4 was on strengthening the existing GIV structures and beginning the process of systematizing and documenting processes in preparation for the end of the project. The PPA structure was modified slightly in Year 3 to include current students and has proven much more successful. The BAC continues to grow and now has over 200 members; unfortunately, this has not translated into as many job opportunities for female graduates as was hoped, but work continues to cultivate relationships with the local businesses. In addition, the Program Office is collaborating with other local NGOs in the development of a microenterprise project.

In Year 3, OPROBOL had contracted with a monitoring and evaluation specialist for five months that ultimately proved unsuccessful. Staff made the decision to decentralize these responsibilities and trained all OPROBOL staff were trained in monitoring and evaluation. At the end of Year 4, however, OPROBOL again contracted with a monitoring and evaluation specialist to analyze and systematize the Project Office's activities in preparation for the end of the project. Thus far, the consultant has been a great help to the office and it appears that his work will produce clear manuals for project development and administration.

Specific outputs for Bolivia during Year 4 include:

- Ongoing PPA activities, with 46 members participating in activities such as program publicity, job placement assistance, and general motivation to current students. The PPA has 15 girls and 8 boys from Cochabamba and 10 girls and 13 boys in El Alto.
- The formation of a group of Student Leaders in Cochabamba, which consists of 40 students dedicated to projects such as awareness campaigns for the environment, recycling, creating solidarity among the student body and the like.
- With the support of the PPA and the Student Leaders, Cochabamba saw the enrollment of 385 new students, 227 girls and 158 boys. The men have been promoting the trainings to their wives and sisters, encouraging them to enroll along with the men.
- El Alto, with the support of the PPA, enrolled 156 new students.
- The Project Office has utilized myriad strategies in publicizing the program, including theater performances, visiting outlying neighborhoods, fairs, youth groups, visits to local schools, and others in addition to the more “traditional” methods of publicity, such as flyers and word of mouth.
- The formation of a Human Development Team, comprised of instructors, past pupils, and other support personnel, that develops work-related trainings and life skills trainings. The activities of this team are included in the Annual Work Plan and are evaluated monthly. Themes for trainings include gender, self-esteem, domestic violence, sexual and reproductive health, leadership, employability, and others. To date, 1,691 students, 944 females and 747 males, have benefited from their trainings.
- The Project Office has increased the companionship, leadership, participation and sense of ownership for the project with the target schools.
- The work in the schools has extended to the communities, generating multiple local and national synergies.
- To date, 188 students in Cochabamba, 117 women and 71 men, have been certified. Of the 117 women:
  - 60% are between the ages of 17-25
  - 25% are single mothers
  - 32 % are between the ages of 25-30 años
  - 29 % are married
  - 9 % are between the ages of 30-40 and depend entirely on their spouses for income.
  - 60 % of the women who graduate have no other formal education.
- In El Alto 300 students have been certified, 81 women and 219 men.
- 113 young women have been placed in jobs, 43 who were trained in El Alto and 70 in Cochabamba.
- The BAC has gradually grown with modifications in its procedures and activities. Currently, the BAC has 204 members, 107 in El Alto and 97 in Cochabamba.
- Of the 10 strategic plans initiated last year, six have been molded into a project to strengthen the technical training with a gender focus and was presented to the Belgian Government for financing.

- The participatory evaluation for GIV has been made the institutional standard. The second participatory evaluation was held in August, with 22 persons participation, 17 women and 5 men. The participants are disaggregated as follows:
  - Five personnel from OPROBOL (the GIV Project Director, Directors of Finance and Job Placement and the two Site Coordinators)
  - Two staff from the schools (one Director and one Job Placement Coordinator)
  - Eight current students (from El Alto and Cochabamba)
  - Five past pupils
  - Two guests from Honduras (The Project Director for GIV in Honduras and the Director of the Don Bosco Technical School in Tegucigalpa, Honduras)
  - The Project Director for GIV in Honduras and the Director of the Don Bosco Technical School in Tegucigalpa, Honduras, attended the meeting. They shared their ideas, strategies, program materials, and actively participated in all aspects of the evaluation. The visit was highly productive, not only as a forum for the exchange of ideas, but also because the GIV beneficiaries in Bolivia were able to learn about the experiences of those in the program in Honduras.
- Twenty-nine interinstitutional agreements have been established with both public and private entities to generate synergies in the areas of vocational training, job placement, job readiness, and life skills training. Many of these agreements have been the result of participation in international fairs.
- The Program Office has promoted the Salesian schools in general and the GIV Program in particular in two international fairs, one in Cochabamba and one in Santa Cruz. These activities alone produced 11 of the 29 agreements finalized in this reporting period.

The effects of the GIV Project on its beneficiaries have been diverse in Bolivia. The PPA in particular has made advances this year, especially with the decision to include current students. It is no longer principally a social group but has taken on a leadership role in motivating current students, publicizing the program, advising on the curricula, and sensitizing others to gender issues both within and outside of the school. This year, the PPA has demonstrated a sense of ownership for its activities and its system of administration will be institutionalized during the final year of the Project. The male and female students continue to succeed in the training, demonstrating increasing critical thinking skills. They are demonstrating a true sense of “empowerment” as youth in general and as women in particular. For example, although the percentage of women in the student body and absolute number are both significantly smaller in El Alto than in Cochabamba, the women in El Alto hold many leadership positions within the school and have gained the respect of their male counterparts.

A difficulty faced initially was a sense of apathy among the students in regards to the human development training, and this apathy extended to the instructors and administrator. This problem has been successfully addressed through discussions about the importance of this training and the implementation of the Human Development Team.

In Cochabamba, the instructors mobilized the students and strengthened the participation of the student leaders in the development of this training. The site in El Alto contracted with a consultant who developed a campaign of positive language to motivate the participation of the instructors and administrators in these trainings. Both methods have succeeded in a much more positive view of the importance of these skills in the educational process.



Figure 2. Students and instructors in El Alto, Bolivia.

Another difficulty has been a fear of change prevalent among the instructors at both sites. This has created difficulties in attempts to change the curricula or adapt it to technological advances or to the needs of the local market. The relationships Developer with local businesses have improved this situation, as the instructors see the broader market context into which their instruction fits. This has encouraged them to be more open to accepting changes and making suggested improvements to strengthen their curricula and create specialized courses.

The GIV Program is also exploring microenterprise possibilities, particularly given the instability of Bolivia's economy and political fragility. The Project Office has contacted local institutions that support training and grant small loans to beneficiaries; these organizations include CEDEMYPE (Small and Medium Business Center) and PROMUJER (Programs for Women). Awareness training, coupled with courses such as CODE (Knowing Business) and ISUN (Beginning your Business) have promoted microenterprise as a viable source of family income.

The Project Office is developing a complementary Project to generate a "seed fund" from an external donor, with the money placed in a trust and administered by an outside agency to provide a resource to graduates and access to credit. The system of microenterprise and small business ownership is consistent with the realities of the economy and political status of Bolivia today.

Job placement has been difficult for female graduates of the pastry course in Cochabamba, as this occupation is considered traditionally male due to the heavy labor and nighttime working hours. In order to address this issue, the staff in Cochabamba invited businesses and other potential employers to the school to witness both genders receiving the same training, including working the industrial machines necessary in this trade. It is hoped that this will sensitize local employers to the possibility of hiring females in this career.

Despite ongoing gender awareness training, the increased activity of the PPA, and other interventions, it has still proven difficult to increase female enrollment in nontraditional courses in El Alto such as auto mechanics and carpentry. This is attributable primarily to the cultural context and traditional mentality of the majority of the families living in that area. The program staff has extended gender education to the families of potential students and has been doing more intensive outreach to local schools in an attempt to recruit more females for the aforementioned courses.

Bolivia is on track to achieve all planned objectives by the end of the project. The Project Office has already far surpassed the goal of \$800,000 raise—in fact, Bolivia has exceeded this goal almost eightfold, having raised over \$6,000,000 to date. Efforts in Year 5 will be on increasing the percentage of graduates placed in jobs and continuing the process of systematizing the office functions and program strategies. This will ensure that the tremendous gains in Bolivia are maintained and increased beyond the life of the project.

## Honduras

The highlight of the year for the GIV Program in Honduras was the completion of the new educational and office building. This building houses 100 computers, 6 air conditioners, sound equipment, the capacity for data projection, two large screens, and a networking area that houses the local Academy of Microsoft and CISCO. These two areas were begun under GIV. The new building also houses the Project Office, and staff now have their own cubicles, bathroom, and a small eating area. In addition, the building has rooms for the student leaders, a meeting room, and four classrooms in which the life skills classes are taught.



Figure 3. Beginning construction of the new building. Figure 4. The completed building.

The Project Office also put much effort into developing new projects this year in order to work towards sustainability by the end of the project. Fifty project proposals were developed and submitted for funding. The total value of the projects submitted in Year 4 was \$10,507,205. Of the 50 projects, 33 were directed towards activities in support of GIV. Thirteen projects were approved, totaling \$379,577. The projects that were

approved in support of GIV were designed to support the trainings in welding, industrial mechanics, upholstery, automotive mechanics, and carpentry.

Under an agreement with Funbanhcafe, the Foundation of the Bank of Honduras, two instructors from the Centro de Capacitacion San Juan Bosco (CCSJB) under the supervision of the Project Office, conducted a training on “Developing a Business Plan” for 22 youth from the rural villages. This training was conducted using materials developed by the Project Office through GIV and earned the CCSJB \$2,434 for the two modules taught.

This year also marked some success in integrating females into the traditionally male vocational trainings. This was accomplished by holding trainings for the parents and other family members of the young women, and as a result, 11 women enrolled in non-traditional vocations. The chart below also shows the tremendous progress CCSJB has made during the life of the GIV Project, as the percentage of females in the student body has increased from 3% in 2002 to 50% just three years later.

Table 1. Comparative Analysis of CCSJB enrollment disaggregated by gender, 2002-2005

Technical Area	2002			2005		
	M	Fem	T	M	Fem	T
Carpentry	20	0	20	18	2	20
Automotive Mechanics	20	0	20	19	1	20
Industrial Mechanics	15	1	16	18	2	20
Welding	15	2	17	19	1	20
Upholstery	19	0	19	15	5	20
IT	0	0	0	35	97	132
CISCO Networking	0	0	0	12	22	34
<b>TOTALS</b>	<b>89</b>	<b>3</b>	<b>92</b>	<b>132</b>	<b>134</b>	<b>266</b>

Specific outputs for Honduras in Year 4 included:

- Implementation of a system of administration.
- Participatory Work Plan for the fourth year of the project in which the Project Office as well as instructors and other CCSJB staff actively participated.
- Enrollement of 134 women in the two-year courses at CCSJB: 97 in IT, 22 in networking, one in Auto Mechanics, two in carpentry, two in Industrial Mechanics, and five in upholstery.
- Implementation of a 40-hour outreach project developed by the second-year students in collaboration with the local Salesian parish, Maria Auxiliadora.

- Conduct of the professional practicum for one and two months developed in collaboration with CATE (the BAC in Honduras) for the second-year students.
- Awarding of 127 scholarships to attend training, of which 67 will benefit females. The scholarships were sponsored by five different organizations.
- The GIV program developed and conducted a series of life skills trainings for the past pupils and second year students. Overall, 109 students participated, of which 75 were male and 34 were female.
- Conduct of a series of extracurricular activities, including: the organization and training of soccer teams for both the men and women, theatrical productions, celebrations for Mothers Day and Fathers Day, a celebration for Saint Don Bosco Day, activities for Youth Week, and others.
- Visits to 89 local businesses to look for space for the professional practicum portion of the trainings and to follow up with businesses who had verbally agreed to host students. Of the 89 businesses, visited, 60 offered their services.
- Placement of 17 graduates in work after they completed their practica.
- The development of resumes for 109 graduates; all of the resumes were turned into the job bank of CADERH.
- Conduct of an open house at the school developed by the BAC for high school students, community leaders, managers of local businesses, and other friends of the Salesians.
- Conduct of IDF follow-up exercises #4 and #5.

This year, the Project implemented social services at the CCSJB and, by extension, in the local community. This was done in order to support the students who may need social services in order to stay in school or to address family or other difficulties. This has proven successful in helping retention and creating solidarity with the surrounding communities.

The PPA has strengthened and been reorganized this year, with much work being done in the area of job placement. Of the PPA's 65 new members in Year 4, 45 are female and 20 are male. Students attended the First Employment Fair of Honduras, which was organized by an organization from El Salvador, worked on their resumes, worked with staff to contact businesses, and maintained contact with past pupils to assist in job searching. Project staff also organized a complete database of potential local employers and turned in the resumes of 109 students to CADERH, the national certifying body for employment in Honduras. Unfortunately, the students have not had any results from submitting their resumes to CADERH; all of the students who are working obtained employment through the Project Office.

Honduras also worked on microenterprise education for staff, in the hopes that this may prove a viable model for education in the future. In collaboration with an agreement signed with OIT, the center has offered several courses to the instructors and administrative staff at CCSJB in the following methodologies: Beginning your Microenterprise (ISUM), Improving your Microenterprise (MESUM).

The project certified 34 women in Year 4: 30 in Information Technology, two in welding, one in upholstery, and one in Industrial Mechanics (see Table 2 below). Of the

graduates 17 in Information Technology, two in welding and the graduate in Industrial Mechanics have all been placed in jobs; in addition, 32 boys who graduated from all of the various vocational training programs have obtained work. It is also of note that four of the graduates in IT have begun to work officially as instructors at CCSJB, three in IT and one in accounting.

Table 2. Students Certified in GIV Project Year 4.

Technical Area	2005		
	M	Fem	T
Carpentry	19	0	19
Automotive Mechanics	0	0	0
Industrial Mechanics	16	1	17
Welding	16	2	18
Upholstery	18	1	19
IT	0	0	0
CISCO Networking	6	30	36
<b>TOTALS</b>	<b>75</b>	<b>34</b>	<b>109</b>

The effects of GIV in Honduras have been numerous. The integration of the IT and networking trainings with the other vocational trainings offered has had a positive impact on the instructors as well as the students. Now, GIV is not viewed as a separate project, but rather as another component of the school. Through GIV, many outreach activities to other schools and interscholastic competitions and fairs were begun, which has raised the community's awareness of the school and promoted its educational activities. Students at the CCSJB have also won many awards in these competitions. Both male and female students continue to demonstrate more confidence and self-esteem, which is attributable at least in part to the life skills trainings that focus on personal development and interpersonal and intrafamilial.

Above all, the students have learned to value themselves and that they are capable of learning whatever they would like to learn. The project and the curricula of the courses have worked together to generate motivation for personal development. This is evidenced by the fact that many students are choosing to become teachers or continuing their studies at the university level; many students work a full-time job and take courses in the evenings.

In terms of impact apart from the project, GIV has served as a vehicle to promote CCSJB to the local business community, to generate interest in potential students, and as a

vehicle for collaboration with other national and international NGOs, particularly those that support parents. As of the end of Year 4, the graduates continue to be absorbed little by little into the labor market.

The students are not charged for their studies at CCSJB; all of their costs are assumed by various projects, including the GIV Project. The costs of transportation are covered by the Salesian Institute of San Miguel. Because of this, the unit costs of the courses may seem high in Honduras; however, these costs are covered through a variety of funding sources so that all youth, regardless of their ability to pay, can seek an education through CCSJB.

In addition to building the new academic and administrative building, the Project Office has begun the process of modernizing Industrial Mechanics and has been approved to begin modernization of the other vocational trainings offered next year. The opportunity to learn the new technologies will be offered to the past pupils, and the current students will receive up-to-date training that will better prepare them to enter their trades. The computer lab has also been made accessible to the students who are studying vocations other than IT or networking so that they can learn basic computer skills as well as any software applications relevant to their technical fields.

## South Africa

At the end of Year 3, the Chairman of the Management Committee who is a Salesian priest, as well as the Project Office Director and Training Coordinator, attended the Innovations in Training Workshop in Arlington, Virginia. This workshop focused on the results of the mid-term evaluation and provided an opportunity for directors from all five GIV sites and headquarters staff to evaluate the project and share strategies, best practices, and lessons learned. The delegation from South Africa found this to be a very positive experience, as they realized that despite the major cultural differences among the participating countries, all sites shared common challenges. The facilitator pointed out that the project directors were from non-profit organizational backgrounds which were generally very inclusive, participatory and democratically run, whereas church structures worldwide tended to be more hierarchical. These different methods of operating made it difficult initially for the lay staff to adapt to the Salesian management methodology, but the open, solutions-based environment of the Innovations in Training Workshop helped immensely in developing strategies to better communication.

The focus of GIV management during Year 4 was primarily to ensure adequate and prompt response to recommendations from the mid-term evaluation and implement the knowledge gained from its results. In October 2004, a full-time Job Placement Coordinator as per the recommendation of the consultants who completed the mid-term evaluation, who felt that as the goal of the GIV program is the placement of 200 women in jobs, a staff member needed to be dedicated to this task full-time.

Specific outputs in South Africa included:

- Enrollment of 91 students in the Computer Literacy and Office Management courses. Of the 91 who enrolled, 87 completed the course and obtained their certificates, which translates to a 96% retention rate. Seventy-four of the graduates were female and 13 were male.
- The lease of another office from the Salesian Institute for the Job Placement Coordinator. The office was renovated and equipped; the GIV Project now pays the Salesian Institute a monthly rent of R3480.
- In November 2004 the staff of the Yes project and the PO conducted a planning session of the Yes training and addressed:
  - Escalating training costs
  - The fact that the YES training manual was still obtained from the University of Pretoria but the trainer had adapted most of the contents. Staff concluded that paying for a curriculum that was significantly modified constituted a redundant cost. The Project Office staff adopted the following solutions:
    - Writing a YES manual.
    - Integrating the vocational skills with the life skills instead of keeping the two aspects separated in two different courses.
- The instructor for the Computer Literacy classes, herself a YES graduate, spent a couple of months writing the YES training manual and aligning this to unit standards in order to comply with the RSA Qualification Authority.
- The Computer Literacy Instructor attended a one month course in Computer Maintenance and Upgrading, which was extremely useful, as she could now see to the day to day technical problems of the Computer Center.
- The Computer Literacy Instructor and Fundraising Specialist completed and submitted assignments for their learnerships.
- The Project Director and Fundraising Specialist completed a one-week course in Non-Profit Organizational Management at the University of Stellenbosch in November 2004. The Project Office held its third Annual General Meeting on the 7<sup>th</sup> September 2005. This is an important part of the accountability and transparency policy. All stakeholders are invited to the meeting and the Project Office gave a PowerPoint presentation of its activities.
- The learners completed their learnerships on December 31, 2004. The PO had administered their placements for 12 to 18 months.
- The elected PPA leadership committee met three times, on September 18, 2004, February 26, 2005 and May 14, 2005, to plan PPA meetings.
- Three Past Pupil Association meetings were held:
  - October 30, 2004; 31 students attending
  - March 12, 2005; 30 students attending. The Job Placement Officer made use of the opportunity to present her portfolio and get to know the students. Staff also invited a recruitment agency senior staff member to speak to the students.
  - June 4, 2005; 30 students attending. Motivational speaker spoke to the students.

The PPA model has been very successful in South Africa. They hold regular meetings, planned by an elected group of past pupils that give the students the opportunity to interact with others who had gone through the course. It also presents an excellent opportunity for life-long learning as there is always a guest speaker. Often, this guest speaker is someone who can advise the student in job search and retention skills. On one occasion this year, a woman from a recruitment agency spoke to the students about the qualities her agency looks for in candidates as well as the qualities that make applicants unacceptable, such as certain clothes, chewing gum, coming late, and the like.

The Job Placement Coordinator has assisted the project immensely during Year 4. As of the end of the project year, South Africa was well on track to reach its end of project goal of women placed in jobs with 152 placed. This indicates economic independence for these women and is a great boost to their confidence. Of the 32 students who entered the learnerships, at least 23 found employment. The Job Placement Officer has contributed to this impressive statistic by having students keep an updated Job Search file with copies of their latest CV as well as copies of letters of application and responses. She also submitted applications on their behalf by email and fax. Her input into the upkeep of the database was valuable and the project now has a user-friendly way to store and access data on how many students are placed and how many remain unemployed.

## **VOICES OF GIRLS IN THE VANGUARD SOUTH AFRICA**

***“It boosted my confidence. It inspired me and gave me the motivation to enter the job market.”***

-Tracy, Administrator at Catholic Welfare and Development, a large NGO in the Western Cape.

***“It was the beginning of new things for me. I am confident and equipped with the necessary skills to find employment.”***

-Murzithia, Data Capturer at Woodstock Metro District health services.

The Project Office planned to diversify the training in accordance with a recommendation by the consultants during the mid-term evaluation, and computer maintenance would be one of the new courses offered. However, at the end of the one-month course in Computer Maintenance and Upgrading that the Computer Literacy Instructor took, she felt that she would need more experience before presenting a course to students in Computer Maintenance. The project therefore employed the services of a part-time instructor who could focus on beginning a Computer Maintenance and Upgrading course. This course took place in May 2005 and was attended by 15 students, twelve of whom were female and three, male. The instructor for this course also solicited and obtained twenty secondhand computers that the students could take apart and rebuild.

Year 4 saw several staffing absences and turnover. An employee who had been employed with the Salesian Mission Office before the Project Office was established and worked in bookkeeping, administration and fundraising, turned sixty in November 2004 and resigned at the end of December. Her position was offered to a GIV graduate who

spent 18 months at the Project Office as a Fundraiser learner. The Training Coordinator had a baby in December 2004 and took extended maternity leave which made it difficult to continue the training sessions, as the Training Coordinator has to see to the recruitment and interviewing of prospective students. The Project Office made use of this break and had the Computer Instructor use the time to write the YES computer training manual, align this to unit standards for submission to the SA Qualifications Authority, and complete her Project Management assignments for her learnership assessment.

The Salesians have indicated on many occasions that they are satisfied with the GIV project, despite the fact they initially saw the most benefit in the Project Office development, which could do fundraising for their projects. They are now quite satisfied with the program and that women participate in the skills training as long as men are not excluded. The GIV staff and the Salesians agreed that at least 50% of every course would be female. The Salesian community at Lansdowne hold valuable assets in the form of school buildings which are currently leased to external parties. The YES project has also encouraged the Salesians to utilize the buildings for youth development projects.

The GIV funds are quite low, and remaining funds will not see the project through the next financial year. This has been due to the increasing value of the local currency, the Rand, throughout the life of the project as evidenced by the table below.

Table 3. Value of the Rand across the life of the project.

<b>Date</b>	<b>Project Year</b>	<b>Rand/ USD</b>
April 2002	Year 1	10.63
October 2002	Year 2	9.99
July 2003	Year 2	7.36
October 2003	Year 3 beginning	6.89
June 2004	Year 3	6.23
September 2004	Year 3 end	6.47
March 2005	Mid-Year 4	6.21
September 2005	Year 4 end	6.35

As funds are received from SMOIP, they are immediately converted to Rand. Therefore, GIV in South Africa has had the ongoing problem of far less Rand available for training than originally anticipated. The Project Office has done solid fundraising work and raised funds for the matching grant in Year 4 from the European Union, Bonn Mission Office, new Rochelle Mission Office, the Cape Town City Council, and the Department of Social Services' Poverty Alleviation Fund. Funds raised to date meet the end of project goal of \$800,000, indicating that South Africa will most likely surpass this amount in Year 5.

The Services SETA still has not refunded their outstanding debts in full, but did pay the Project Office R124800 which is approximately \$19,810. They still owe approximately R64000, or \$10,159. The Salesians are not alone in this battle, as many organizations have anecdotally expressed the same problem. The Project Office follows up regularly and can only hope that the outstanding balance will be paid in full shortly. The Salesians went so far as to have a registered letter sent to SETA from the auditors, to which they have yet to respond.

The Project Office held two Institutional Development Assessments during this financial year, on March 9, 2005 and on August 25, 2005. The mid-term criteria as specified in the Detailed Implementation Plan were that 60% of the component averages are equal to or greater than 3 and the remaining 40% are at least 2. The end of project criteria are that 60% of the component averages are equal to or greater than 4 and the remaining 40% are at least 3.

During the past year the Project Office had 66.67% and 77.78% respectively of the number of components equal to or greater than 4. The percentage components between 3 and 4 were 33.33% and 22.22% respectively at these two assessments. There were no component averages under 3. This indicates that the office is well on its way to sustainability in terms of this assessment tool and has already met its end-of-project goal. The lowest scores were obtained for:

- Fundraising
- Ability to work with development partners
- Staff expertise
- Budget planning used as a management tool
- Co-mingling of funds
- Promotion of gender awareness.

These will all continue to be addressed in Year 5.

## Sri Lanka

The event with the most singular impact on GIV in Sri Lanka during Year Four of the project was, without a doubt, the tsunami. On December 26, 2004, a series of massive tsunamis hit Southeast Asia, resulting from an earthquake of magnitude 9.0 on the Richter scale that occurred in the Indian Ocean off the coast of Sumatra. Sri Lanka was the second most affected country in Asia, behind only Indonesia, in terms of the magnitude of deaths and destruction. Throughout Asia, the tsunami caused over 200,000 deaths; in Sri Lanka, the tsunami was responsible for over 31,000 deaths, 4,000 missing, and displaced over half a million residents<sup>2</sup>.

Within hours of the disaster, the Salesians of Don Bosco were in swift action to help and assist the tsunami survivors. Although the greatest effects of the tsunami were felt along the southern and eastern sides of the island, Salesians at all sites provided services to the displaced and injured. In their relief efforts, the Salesians attempted to address the immediate needs of all victims, paying particular attention to ethnic minorities and other vulnerable groups with special needs, such as children and orphans, who were in danger of receiving substandard services or being excluded altogether from relief services.

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<sup>2</sup> Nishikiori N, Abe T, Costa, DGM, Dharmaratne SD, Kunii O, Moji K. Who died as a result of the tsunami? Risk factors of mortality among internally displaced persons in Sri Lanka: a retrospective cohort analysis. BMC Public Health 2006, 6:73. Retrieved on March 24, 2006 from: <http://www.biomedcentral.com/content/pdf/1471-2458-6-73.pdf>

1. The Centers of Negombo and Elpitiya opened their doors to welcome more than 1,000 homeless people. At the end of Project Year 4, 51 families were still in residence in the tent-camps set up on the premises of the Don Bosco Technical Center in Negombo.
2. Food and clothing were distributed among the victims.
3. As soon as road travel was again possible to the southern parts of Sri Lanka, the Salesians shipped truckloads of essential goods to the victims in this region.
4. Inspection visits to the eastern coast were organized in order to assess the situation of the victims in that area, which bore the brunt of the tsunami's impact. Through their field assessments, the Salesians realized that certain ethnic groups had not received any food for several days and took immediate action to provide what was needed.
5. After receiving notice that a group of families in the Trincomalee area were supplied with provisions by the government, but were without any cooking utensils and thus unable to utilize the provisions, the Salesians took swift action to provide them with the necessary pots, pans and other utensils.
6. The Salesian-owned construction equipment, such as bulldozers and backhoes, was dispatched to several parts of the country to clean the debris and prepare the ground for reconstruction work.

Once the first phase of emergency operations was close to completion, the Salesians refocused their attention to reconstruction efforts and projects in order to restore normalcy in the tsunami-affected areas. Meanwhile, mobile teams of technicians were set up for prompt repair of privately-owned boats at the Salesian sites and overhauling of the outboard engines; this activity was crucial as the local economy is dependent on the fishing industry and for many in Sri Lanka, their boat is their life savings and their livelihood. More than 25 boats and 70 engines were repaired in this manner at Trincomalee alone. As of September 2005, the teams were still working at the Dungalpitiya Center in Negombo.

The Project Office in Sri Lanka also took advantage of funds available for reconstruction projects, raising over \$7.3 million in the three months alone following the tsunami. These monies are being used to build new school facilities at Salesian sites in Negombo and Nochchiyagama as well as 204 housing units on the property of the Salesian Center in Negombo for families displaced by the tsunami. In addition to providing for the physical needs of the tsunami-affected, the Salesians have taken a holistic approach to relief, providing education to the youth, retraining to adults who are no longer able to work in their primary field due to displacement or the loss of necessary equipment or infrastructure, and addressing mental health and substance abuse issues. The "Tsunami Montessori School", opened at Negombo Center for the youth of displaced families, sent four children on scholarship to international schools where they will be able to obtain an education far superior to what they were receiving pre-tsunami.

Despite the obvious and ongoing effects of the tsunami, GIV activities continued during Year 4 of the project. GIV is operating five sites in Sri Lanka: Negombo Center, which is the Salesians’ main vocational and technical school in Negombo, Dungalpitiya, a facility just outside of Negombo that houses the Administrative Center and Salesian Provincial Headquarters in Sri Lanka, Kandy, Nochchiyagama, and Palliyawatta, which is a small vocational school outside of Colombo.

Specific outputs in Sri Lanka included:

- A program on Gender Sensitization and Counseling was held at the Nochchiyagama Center.
- In response to the problem identified in Year 3 that the computer syllabus was not in line with current job market availability, the new Computer Syllabus Diploma in Information Technology (DIT) comprising of 19 modules was introduced in January 2005.
- The Labor Market Survey in the Northwestern, Western, and Southern Provinces has been completed.
- A two-day residential campaign was held by the Project Office staff, together with male and female students, including computer students from Dungalpitiya Centre.
- Regular meetings of PPA members have been held in all centers. The female PPA members have been positive role models for current female students, as women in training look to the graduates as proof that women can be successful members of the local work force.

## Negombo

By the end of Year 4, the second cohort of GIV students completed the “Diploma in Information Technology” (DIT) curriculum, with a third cohort scheduled to complete their courses by the end of December 2005. Three females are also enrolled in the electronics course, which represents a good start to setting a precedent for female enrollment in the vocational and technical training. The females to date have been enrolling in the DIT course. In addition, a badminton court for girls was constructed at the school. A breakdown of student data is given in Table 1 below.

Table 4. GIV training results for Negombo Center.

<b>Negombo</b>	Enrolled	Dropped out	In Training	Certified	Employed upon Certification
Cohort 1- DIT	12	1	0	11	10
Cohort 2 - DIT	11	0	0	11	7
Cohort 3 - DIT	7	0	7	0	0
Electronics	3	0	3	0	0
<b>Total</b>	<b>33</b>	<b>1</b>	<b>10</b>	<b>22</b>	<b>17</b>

## Nochchiyagama

The third cohort of computer students has completed the DIT course and two more cohorts are currently enrolled in the training course. A breakdown of student data is given in Table 2 below.

Table 5. GIV training results for Nochchiyagama.

<b>Nochchiyagama</b>	Enrolled	Dropped out	In Training	Certified	Employed upon Certification
Cohort 1- DIT	7	0	0	7	7
Cohort 2 - DIT	13	2	0	11	9
Cohort 3 - DIT	15	1	0	14	13
Cohort 4- DIT	8	0	8	0	0
Cohort 5 - DIT	23	8	15	0	0
<b>Total</b>	<b>66</b>	<b>11</b>	<b>23</b>	<b>32</b>	<b>29</b>

## **Dungalpitiya**

The first cohort of computer students has completed the DIT course, with the second cohort scheduled to finish by the end of February 2006. A breakdown of student data is given in Table 3 below.

Table 6 GIV training results for Dungalpitiya.

<b>Dungalpitiya</b>	Enrolled	Dropped out	In Training	Certified	Employed upon Certification
Cohort 1 - DIT	22	0	0	22	20
Cohort 2 - DIT	17	0	17	0	0
<b>Total</b>	<b>39</b>	<b>0</b>	<b>17</b>	<b>22</b>	<b>20</b>

## **Kandy**

One of three sites added during Project Year 3, Kandy has made good outreach efforts to include females in all areas of technical training at its vocational school. A breakdown of student data is given in Table 4 below.

Table 7 GIV training results for Kandy.

<b>Kandy</b>	Enrolled	Dropped out	In Training	Certified	Employed upon Certification
Cohort 1 - Computer Certificate course	11	8	1	2	0
Cohort 2 - Computer Certificate course	1	0	1	0	0
Electronics	2	2	0	0	0
Cohort 1 – Juki Machine Repair	15	8	3	4	2
Professional Cookery	1	1	0	0	0
Cohort 1 - DIT	2	0	2	0	0
<b>Total</b>	<b>32</b>	<b>19</b>	<b>7</b>	<b>6</b>	<b>2</b>

## **Palliyawatta**

Another of the sites added during Year 3 of the project, two cohorts to date have completed the Computer Certificate course and the instructor is presently undergoing training to be able to offer the DIT course in Year 5 at this site. A breakdown of student

data is given in Table 5 below.

Table 8 GIV training results for Palliyawatta.

<b>Palliyawatta</b>	Enrolled	Drop out	In Training	Certified	Employed upon Certification
Cohort 1 - Computer Certificate course	7	5	0	2	0
Cohort 2 - Computer Certificate course	2	0	0	2	0
<b>Total</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>0</b>

## **Project Office**

The tsunami had a greater impact programmatically on the Project Office than on the education programs, as all emergency relief efforts and applications for more long-term projects were generated by the Project Office. Immediately following the tsunami on December 26, 2004, the Salesians of Don Bosco were fully involved in various emergency operations. During the second quarter of project Year 4, which encompassed the period from January 1 to March 31, 2005, the Project Office's focus was almost exclusively on reconstruction and other long term projects to restore normalcy in the tsunami-affected areas. Fortunately, the Salesians had much success in project development during this time and were approved for relief and development projects totaling \$7,390,518.60. The intense focus on tsunami relief, however, delayed other work of the Project Office and did not allow for sufficient time to focus on the development of projects specifically in support of GIV. Given that the tsunami had such a tremendous impact on the nation as a whole and on the girls and young women in GIV, all of the projects generated do, in fact, offer significant peripheral support to the program.

- **Outside Consultants:** In order to strengthen the capacity development of the Institution the project office hired outside individual consultants to assist in conducting the following activities.
  1. Accounting manual is being prepared by the auditors.
  2. Management Course
  3. Information Technology
  4. Labor Market Survey
  5. Life Skills Training
  6. Monitoring and Evaluation
- **Administrative and Management System:**
  1. "An Administrative Manual and Personal Procedure", a document that outlines rules and regulations for Salesian offices and describes standards for employer-employee relationships, was planned for implementation in January 2005. Due to the tsunami, however, this work was delayed. The draft manual, developed by a consultant who began work in July 2005, has been released to all Center Heads for their review and feedback. A final version with necessary amendments has been rescheduled for implementation in January 2006.
  2. Organizational Chart specifying the chain of authority and reporting

procedures is in place.

3. Job descriptions for each staff member has been developed and communicated to them in writing.
- **Strategic Plan:** The groundwork has already been laid for the design of a five-year Strategic Plan for the Salesians. The final stages of this work are in progress and are on schedule to be implemented in 2006.
  - **Communication:** With the installation of the new lease line by Lanka Bell, the communication system has shown a vast improvement. In addition, the new networking system linking all computers within the institution, has been a remarkable improvement.
  - **Partnership Development:** The Consortium of Humanitarian Agencies (CHA) and Centre for Women's Research (CENWOR) have accepted the application of the Salesians for membership. The steering committee of the above organization is scheduled to meet on January 18, 2006. Subsequently, a resolution has to be passed and approved by the committee members meeting, which is scheduled for January 27, 2006, after which they are expected to officially confirm membership for the Salesians in Sri Lanka.
  - **Staff:** The post of Assistant Director, vacant since April 2005, was filled at the end of Project Year 4 by Mr. Cyril F. Perera.

The relationship between Salesian Centers and local businesses has continued to be cultivated. The Salesians have received very positive feedback from local businesses on graduates of Salesian programs. Specifically, employers are impressed with the disciplinary behavior of graduates in the workplace, which has created a strong reputation for the Salesian education system in Sri Lanka. Local businesses have been very willing to recruit trainees certified by Salesian programs, which is highlighted by the high job placement rate for graduates in Sri Lanka.

The PPA members have been active in the planning stages of the Golden Jubilee Celebration of the first Salesian Presence in Sri Lanka, planned for February 2006. They will also be participating in the celebrations. In addition to energizing the PPA by giving them a specific project, planning for the Golden Jubilee has increased the relationships between the PPA members and the Salesian Institutions.

The female students from poor families benefit on many levels from the GIV program. If not for the GIV courses, the students would not have an opportunity to pursue higher education and, more importantly, vocational training that will enable them to find sustainable employment with advancement potential due to the exorbitant course fees standard in Sri Lanka. The GIV training in its current form imparts not only technical knowledge, but also provides a strong foundation in gender issues and life skills development, including preparation for work in an office environment. A full 50% of the DIT curriculum is now education in the English language; this is in response to the

problem identified that the majority of young women in the program do not have a command of the English language sufficient to succeed in the DIT curriculum or in the workplace. This language education is an additional benefit as there is a great demand for English fluency in every professional field in Sri Lanka and is the language of higher education. Now that GIV graduates gain proficiency in English, they have many additional opportunities to continue their education and move into different professional fields, should they choose to do so.

Modification of the DIT curriculum to include an increased focus on education in the English language as well as aligning it with the job market in the IT field has hopefully addressed these issues identified in project Year 3. A more challenging difficulty has been the desire of students to remain close to home upon graduation. Many students, particularly in Nochchiyagama and Kandy, are the primary breadwinners for their families or are caring for younger siblings while their parents work out of the country. Some of the GIV students do not have other family extended family members, such as aunts, uncles, or grandparents, to care for them or their siblings and they therefore do not want to travel long distances to work or move out of their villages. At these two sites in particular, cultural norms are very strong and it is not acceptable for a young, unmarried female to move out of the family home for employment. This has become bit of a difficult problem to solve as there are not many opportunities for employment in the IT field in Nochchiyagama; most of the IT jobs are in cities, such as Colombo.



Figure 5. Interactive Gender Awareness Program, Nochchiyagama, Sri Lanka.

This problem has been addressed in many ways. Students now receive training in exposure and adaptability to new environments. Arrangements have been made with business enterprises to offer short on-the-job experiences to students to expose them to the job market while still in training. In Nochchiyagama, a greater push is being made to enroll young women in the other vocations offered, such as electronics and refrigeration and air conditioning, as jobs are available locally for those

trades. The Project Office has also identified Choice Restaurant in Colombo that offers housing in girls' hostel for restaurant employees. Three GIV graduates are currently working in the business department there, and the Project Office is searching for other companies that offer similar arrangements.

Attrition rates Kandy have been measurably higher than at other sites; the project staff,

however, has been working to minimize this. Attrition in Kandy is attributed to many issues. The current Site Coordinator works from the Project Office in Dungalpitiya, which makes addressing on-site issues difficult given the approximately three hour commute one-way to Kandy. Currently, the staff is recruiting an on-site coordinator for GIV. The population at Kandy is very poor and many of the females are the primary breadwinners in their families and leave training in order to earn more money working full-time. In addition, the overwhelmingly Buddhist culture in Kandy values females staying at home or working in traditionally female occupations. The Salesians have been working slowly to change this way of thinking but report that the families of the female students often view the Catholic Salesians as “outsiders” who do not understand the Buddhist culture. This issue will be addressed by the gender consultant and in gender training, which is set to resume in Year 5.

## Zambia

Zambia opened a second GIV site in Year 4 in response to recommendations from the mid-term evaluation, which showed that Zambia was not projected to meet certification or employment targets for the life of the project. The new site is in Lufubu, a town located in the northeast of Zambia, where the Salesians had an existing presence. The primary challenge of operating this site thus far has been its distance from the Project Office in Lusaka; it is approximately 1,000 kilometers from the Project Office, or over a 10-hour drive. As management on-site in Lufubu becomes more experienced, it is anticipated that the Project Director will have to make fewer trips to the site, thus mitigating this difficulty.

At this time, the GIV site at Lufubu is offering a year-long agriculture/nutrition course, which prepares students to work on farms as agriculturists and in food processing and preservation. The first cohort of students graduated in June 2005 and a second cohort has begun their studies and will graduate in June of 2006.

Specific outputs in Zambia by quarter included:

### Year 4, Quarter 1:

- The Project Office Staff held an Open day workshop to improve the enrollment of girls in Chingola.
- Three girls were obtained jobs in Kitwe upon completion of their courses.
- The Training Specialist prepared materials for training in Lufubu in preparation for the opening of this site.
- Employment preparations for the instructor in Lufubu for the catering course.

### Year 4, Quarter 2:

- Skills’ training workshops were held in each month. In addition, Gender Orientation workshops were held.
- Program Director from SMOIP made site visit.
- Twenty-two girls graduated in Chingola on February 5, 2005.
- Two more girls were placed in jobs in Ndola.

- Assessment of renovations to be done in Lufubu was done in March 2005.
- Three girls were employed in Solwezi at the new Kansanshi mine as data clerks.

#### Year 4, Quarter 3:

- Project staff attended a workshop for two days at Kara Counseling.
- On April 13, 2005, PO staff facilitated a workshop at a teachers' meeting on 'Motivation and Teacher Preparedness'.
- In April, gender workshop meetings were implemented in Lufubu.
- Chingola site recruited 19 girls in the intake session for the new computer course.

#### Year 4, Quarter 4:

- In July, the Project Office Director hired a facilitator on a part-time basis from the University of Zambia to handle Skills training and Gender training in the two project sites.
- Four workshops were conducted in this quarter.
- The new computer students were enrolled in September 2005 in Chingola. The new class of Agriculture-Nutrition also enrolled in September 2005.
- Training needs assessment conducted in Lufubu for the teaching staff and identified two instructors who need additional training.

The girls graduating from the GIV programs leave very assertive and ready to join the working world. Despite the difficulties that project staff have faced to place graduates in good jobs due to the poor economy and current national unemployment rate of 50%<sup>3</sup>, the number of young women employed has greatly improved. At the mid-term evaluation, Zambia had only three girls who were employed; at the end of Year 4, 49 girls were employed, many through their own efforts. This represents a 14-fold increase in just over a year, a tribute to the tremendous amount of work the staff in Zambia has put into acting on the recommendations of the mid-term evaluation. The number of girls employed increased significantly following the June 2005 graduation from Lufubu. The graduates with a certificate in Agriculture are absorbed into the workforce immediately due to the local demand for employees with an agricultural education. In Lufubu, the girls' hostels and the nutrition classroom were expanded and renovated in order to maintain the progress made at this site.

GIV has been of great benefit for young women in Zambia, especially in Chingola. The Don Bosco Youth Center can now boast of enrolling an equal number of girls to boys. Prior to the GIV, the Center's enrollment was less than 10% female, with less than 10 girls compared to more than 120 boys enrolled. The girls are now entering the workplace with confidence and the right qualifications. An increasing number of boys have come to accept that they are receiving the same skills and education as the girls and, as they continue to study in a co-educational environment, have developed more respect for the girls. The Salesian community has been able to accommodate females into the courses that were previously only open to males.

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<sup>3</sup> CIA World Factbook: Zambia. Retrieved on March 22, 2006 from: <http://www.cia.gov/cia/publications/factbook/geos/za.html>

The Salesian community in Chingola has been impressed with the increased numbers of girls receiving training at Don Bosco Youth Center in Chingola and has been actively encouraging the instructors to recruit females for their courses. The gender training sessions have had a telling effect on the surrounding community in Lufubu, as evidenced by increasing numbers in attendance for the oratory as well. The students have suggested that the Salesians offer training akin to that offered through GIV to the parents in the village as well; the students feel that if their mothers also received training, more girls would be allowed to enroll for courses at the Center.



Figure 6. February 2005 GIV graduation in Zambia.

The activities of the GIV project have had a positive impact on all involved with the Salesian Centers in Chingola and in Lufubu. Before the GIV project began in 2001, Don Bosco Youth Center in Chingola was threatened with closure, as the instructors were not qualified to teach at college/tertiary level. The GIV project saved the institution by upgrading the instructors' qualifications through capacity-building activities. Since 2003, the GIV project has trained a total of 12 instructors from Chingola, upgrading their qualifications and improving the educational standards at the Center. Most were trained in teaching methodology and teaching material development skills. For the first time at the Center, an instructor with sufficient training was employed through the GIV to initiate computer and

Information Technology training. Because of the introduction of the computer and Information

Technology training, the Center's infrastructure was also improved through the purchase of 21 new computers and the renovation and installation of air conditioning in the computer classroom. The infrastructure and curriculum upgrades were used as the basis for an upgrade in classification from a G7 to a G5 institution by the national training authority, TEVETA.

An outstanding obstacle addressed this year was the high cost of the International Computer Drivers License (ICDL) exam. After three months of pressure, high costs and logistical problems, the Don Bosco Youth Center in Chingola was designated by the Zimbabwe ICDL office as an official Examination Center.

The ICDL students that took the ICDL exam in September of 2005 did not fare well. Out of a total of 27 students who sat for the examination, only one student, a boy, passed all the modules. The remaining 26 students failed one or more modules of the seven-module exam. These students will have to rewrite their examination in order for them to be certified. As of now, they are engaged in extra studies to prepare to rewrite their examination. The Information Technology staff in Chingola is investigating the possible

causes of the high failure rates, especially given that 22 students passed the exam from the previous cohort.

Although the program in Zambia has shown marked improvement during Year 4, it will remain very difficult to meet the final project goals. One of the anticipated problems is that the enrollment of girls remains difficult. Many former students are still unemployed despite the efforts of GIV staff and their own efforts, and this discourages others from coming to the school. The difficulty in finding employment for those girls who are certified will also affect the final project results. While the GIV graduates are well trained, local businesses would rather retrain existing employees than hire new employees that they have to orient to their companies. Many companies are also looking for candidates with extensive work experience, which most GIV graduates do not have. Another problem is lack of employment opportunities in general, as evidenced by the aforementioned national unemployment rate of 50%. The Zambian economy continues to be weak; hence, it is very difficult to find jobs for students when they complete school.

As discussed in previous reports, the relationship between project staff and some of the local Salesians of Don Bosco has been rough. Although some Salesian staff were changed at the project site in Chingola, there is still room for improvements in communication. Due to the changes in personnel, project staff had to orient the incoming Salesians to the project and its activities, as well as conduct gender training with new staff. However, the project has continued to progress.

The PPA remains a difficult concept in Zambia, although the project is hopeful that this will prove a viable resource in Lufubu. Past pupils work in close proximity to the Center in Chingola and have contact with current students, and a number of the young women trained in IT are now teaching computers in schools. In addition, the Center in Chingola has employed a former student as an Assistant Instructor. Lufubu is in the process of employing a former student from Chingola to teach computer appreciation to students there.

The BAC has also been difficult to implement in Zambia. Most business owners cite lack of time as their reason for not participating. In Lufubu, the primary source of livelihood is subsistence farming, which does not lend itself to a BAC model. Few persons are able to employ others, and most of the graduates find employment outside of Lufubu.

The GIV project has involved many local community members and leaders, most particularly as resources in outreach to vulnerable girls and to advertise the program to girls who may not know about it otherwise. Prominent people, including church leaders, care givers, Ministry of Education officials, heads of schools, teachers and other instructors have been instrumental in recruiting girls and young women. In many activities, GIV has partnered with local NGOs to provide facilitators for trainings; the trainers, especially the female trainers, have served as positive role models for the girls in the program. Local companies, such as Konkola Copper Mines (KCM), Internet houses, Kansanshi mines, and the farming community have also helped GIV staff in placing graduates in jobs.

GIV has also collaborated with USAID Mission and other USAID-funded projects in Zambia. The Jesus Saves Ministry, supported by USAID, fights child labor in Zambia. They have provided resource persons to facilitate at workshops with students in both Chingola and Lufubu.

## **V. Management Review and Analysis of Headquarters/Support Functions**

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Activities at SMOIP were centered on ensuring that the recommendations from the mid-term evaluation were acted upon in a timely manner by all of the sites. The Project Director traveled to all five sites to evaluate progress and provide the technical support needed for the countries to make needed changes. The Project Director had been traveling twice a year to Sri Lanka to provide more on-site technical support, but after the mid-term evaluation, the Project Office's efforts improved dramatically. In addition, SMOIP contracted with the same international consultant who evaluated Sri Lanka for the mid-term evaluation to revisit the site to ensure that adequate progress was made. Her report was very encouraging, writing that, "My general assessment of the progress made in Sri Lanka since the MTE and mid-term workshop—analyzed in detail below—is overwhelmingly positive. Project Office and Centre staff have clearly taken our observations and recommendations into account, demonstrated an open-minded attitude toward change, and dedicated time and effort to the many tasks at hand. While additional progress can be made, as in any project or organization, I believe things are now "on the right track" and bode well for future progress."

A draft version of the best practices handbook was developed during Year 4. SMOIP began to work with the five sites to document their best practices and lessons learned at the beginning of the year and provided further guidance during site visits. Over the summer, SMOIP reviewed the country submissions and clarified any discrepancies and assisted the sites in fleshing out their concepts. A draft document was produced at the end of Year 4 for submission to the five sites for review and comments during Year 5. This puts SMOIP on schedule for a final version of the handbook to be ready by the last quarter of Year 5. A third GIV Newsletter was produced in the last quarter of Year 4 and distributed to the five sites for broad distribution; a copy of the newsletter is available in this report as Attachment 2.

The IDF exercise #3 was conducted for SMOIP in February 2005. IDF results were identical to the previous IDF, with 22.22% of the scores greater than or equal to 4, 44.44% between 3 and 4, and 66.67% greater than or equal to 3. SMOIP has thus met the mid-term goal but has not yet achieved the end of project goal. Due to significant staff turnover at SMOIP, however, a second IDF was not conducted during project Year 4.

SMOIP signed a five-year, \$3.3 million Cooperative Agreement with USAID on January 31, 2005 to implement Life Choices, a PEPFAR-funded ABY (Abstinence and Being Faithful in Youth) HIV/AIDS prevention program in Tanzania, Kenya, and South Africa. This is a positive step for the Salesians as it will add another dimension to their life skills and human development training. In South Africa, the Life Choices curriculum will be

taught to all of the students in the YES program as part of their training. The GIV Program Director has been working with the HIV/AIDS Program Director to ensure that gender issues are properly addressed at each site.

The staff turnover occurred at SMOIP during Year 4, both with GIV-specific staff and office staff in general. The GIV Program Director resigned from her position in May 2005 and the GIV Program Specialist was moved to the position of Program Director. This was a temporary move, however, as she was to reduce her hours due to full-time graduate studies beginning in September 2005. In August 2005, a permanent GIV Program Director was hired and began work full-time on GIV, and the second director reduced her hours to part-time in September as planned.

In addition to the changes in GIV positions, there were changes in many other positions throughout the office. A full-time HIV/AIDS Program Officer was hired in November 2004 to direct the Life Choices program as discussed above. He also collaborated with Family Health International on three project proposals related to HIV/AIDS in Africa, Latin America, and Haiti. His efforts mark a positive step in developing collaborative working relationships with other agencies.

A new Financial Officer began work full-time in November of 2004; she is responsible for compiling the GIV financial reports as well as the financial reports for all other SMOIP programs. The Property and Logistics Officer left the agency and in January of 2005, a new person began working in this position. She has maintained SMOIP's strong relationship with World Vision and has received multiple donations from them during the year. She continues to send 40-foot containers of fortified rice from Feed my Starving Children and developed a partnership with the Mennonite Christian Community, based in Akron, Pennsylvania. The Mennonites now regularly donate 20-foot containers of high-quality canned turkey meat to the Salesians.

At the end of September 2005, the HIV/AIDS Program Officer, the Kellogg Grant Program Officer, and the SMOIP Office Director all left the agency. The former Asia Program Officer was promoted to the Office Director position and took the title of Administrator, SMOIP. The other positions will be filled as soon as possible. Although these changes will undoubtedly have an impact in Year 5 of the project, every effort will be made to use these changes as an opportunity for growth and development at SMOIP.

## VI. Financial Report

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As demonstrated below, all countries and SMOIP are on track for spending the USAID portion of the GIV matching grant funds:

	Planned Budget to Year 4	Planned Match to Year 4	Expenditures as of September 30, 2005		Percentage of Planned Budget thru Year 4 Expended	
			USAID	Salesian Match	USAID	Salesian Match

<b>Bolivia</b>	317,384	257,927	254,284	140,984	80	55
<b>Honduras</b>	278,091	245,383	274,752	368,751	99	150
<b>South Africa</b>	310,647	323,031	313,510	97,931	101	30
<b>Sri Lanka</b>	272,745	255,058	218,341	239,699	80	94
<b>Zambia</b>	284,116	286,698	246,410	122,634	87	43
<b>SMOIP</b>	788,944	1,226,137	734,178	636,338	93	52

While not all sites are on target with the match, the efforts towards meeting the match have shown marked improvement during Year 4. As of the end of Year 3, the project overall had met 50% of the expected match figure. As the figures above indicate, at the end of Year 4, the project overall has met 62% of the expected match. The fundraising efforts of each of the sites make up for this as well. Bolivia, Honduras, and Sri Lanka have all surpassed their fundraising goal of \$800,000 for the end of the project, and Zambia and South Africa are extremely close, as evidenced below.

<b>Fundraising Projects</b>	<b>Total Funds Raised Yr. 4 (USD)</b>	<b>Yr. 4 Projects Submitted</b>	<b>No. submitted in support of GIV</b>	<b>Yr. 4* Projects Funded</b>	<b>No. funded in support of GIV</b>	<b>Cumulative funds raised through Yr. 4 (USD)</b>
<b>Bolivia</b>	319,409	19	9	9	4	6,091,584
<b>Honduras</b>	379,577	50	33	13	9	1,269,682
<b>RSA</b>	573,461	35	22	13	9	799,931
<b>Zambia</b>	304,702	8	1	8	1	632,615
<b>Sri Lanka</b>	8,338,908	33	0	33	0	8,633,446

\*Please note that projects funded in Year 4 may have been submitted in Year 4 or in prior years.

See Attachment 1 for a spreadsheet outlining the project finances in each project year to date and cumulative through Year 4.

## **VII. Lessons Learned and Long-Term Project Implications**

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### **Bolivia**

Bolivia has enjoyed strong relationships with local governments which have created much complementary work in the areas of gender equity, job placement support, and supporting the environment. In both sites, the Project Office has contact with many local officials and the local government has taken GIV as an example of an innovative, successful program. At the national level, the Project Office has made contact with the Vice-ministry of Female Affairs and has an agreement with the Bolivian System of Productivity and Competitiveness. In both cases, project staff have participated in forums and meetings concerning policies related to women in the workplace. In the case of the Bolivian System of Productivity and Competitiveness, staff were part of the discussions regarding policies to support business development.

The Project Office continues to increase contacts with other local Non-governmental organizations, including the aforementioned PROMUJER, ANED (The National Ecumenical Association of Development Credit), PRODEPE (Business Development

Program for Businesses, and FADES (Foundation for Development Alternatives). These contacts have greatly increased the policy impact of the GIV program and the Project Office and will hopefully result in the development of a microenterprise program. These NGOs are collaborating with the Project Office on the design of the microenterprise project.

Some of the lessons learned in Bolivia in Year 4 include:

- Job placement activities need to be integrated with the vocational training program rather than begun close to the time of graduation.
- In selecting instructors, one needs to pay special attention to practical skills in addition to topical expertise, and instructors should be given a practical exam as part of the interview process if possible.
- It is important to have the students sign an agreement for their training in order to create a sense of ownership.
- Staff needs to ensure that businesses where students are to do their practicum understand the purpose of the additional training; this is to avoid the exploitation of students completing the practical portion of their training.
- The participation of instructors in job placement is critical, particularly their close supervision of the practical training of their students.
- Instructors should be encouraged to cultivate relationships with local businesses in order to facilitate job placement.

Unit costs for Bolivia are listed below:

<b>Bolivia</b>	<b>Course</b>	<b>Length</b>	<b>Unit Cost (USD)</b>
El Alto	Business Knowledge	2.5 months	29
El Alto	Starting your own Business	1.5 months	33
El Alto	Computer Assembly and Maintenance	4 months	44
El Alto	Data Base Administration	4 months	43
CPF	Computer Operator	4 months	19
CPF	Computerized Accounting	4 months	14
ETS	Business Administration Tools	6 months	24
ETS	Repair and Maintenance of Office Equipment	6 months	40
ETS	Commercial Baking	6 months	463
ETS	Repair and Maintenance of Sewing Machines	2 months	617
ETS	Business Knowledge	4 months	463
ETS	Start Your Own Business	2 months	801

## Honduras

One important lesson learned this year is that having qualified, competent female staff is a good example for female students and helps to put into practice the concept of gender equity. Students witness professional females participating in group decisions

and this assists in their assimilation and internalization of the sometimes esoteric concepts taught in gender awareness training. It is evident in Honduras that the gender training has had many positive effects on the conduct and attitudes of staff and students in the school in the relatively short duration of its implementation. The regular interchange and discussion of gender issues has enhanced training in this area and improved the collaboration between males and females.

The participation of females has also had the effect of enhancing the education of the male students, as it prepares them to live in society and respect the rights of women. Above all, it encourages healthy competition between the sexes. This is crucial when one considers that education should take into consideration both one's strengths and weaknesses. The co-educational environment brings out the different strengths and weaknesses of the genders and facilitates a different method of solving problems that encompasses both the masculine and feminine perspectives.

The unit costs for Honduras are listed below:

<b>Honduras</b>	<b>Unit Cost (USD)</b>
CISCO Networking I	1,599.50
CISCO Networking II	1,305.05
IT I	755.54
IT II	690.03
Auto Mechanics I	813.47
Auto Mechanics II	719.69
Carpentry I	1,312.54
Carpentry II	1,760.48
Industrial Mechanics I	880.16
Industrial Mechanics II	702.4
Upholstery I	836.79
Upholstery II	907.3
Welding I	1,178.35
Welding II	856.33

## South Africa

The GIV Project in South Africa has had many lessons learned in the financial realm this year. After the auditors advised the Project Office that the software in use, Quickbooks, was not secure in the sense that financial records could be changed without leaving a trace, a change was made to Pastel for accounting purposes. The software will also enable the office to run an internal payroll system; in the past this function was outsourced.

The Projects Office appointed a Bookkeeper who will spend half her time with the Projects Office and half with the Life Choices Program, USAID-funded ABY HIV/AIDS prevention program run by the Salesians in Western Cape. This should free time spent by

the Director and Fundraiser on financial matters. Unfortunately, during Year 4, the office was without a bookkeeper for a few months, which meant that several financial management functions were not seen to; now that the permanent bookkeeper is in place, the Project Office has regular monthly trial balances for all accounts.

The annual audit for the PO financial year April 2004 to March 2005 has been completed by KPMG. These reports will now be presented at the Annual General Meeting of the Projects Office. In the past the auditors had simply given verbal feedback, but this year the office insisted on written recommendations, which will serve as a useful referral document.

At this stage, the Project Office seems sustainable. The regular attempts by the staff of the Project Office to seek direction from the Provincial Council encouraged the Salesians to think more strategically about the possible benefits of this office. The Salesians have now begun soliciting assistance in facilitating capacity building among the staff of all Salesian youth development projects.

The Project Office has operated thus far with a Management Committee consisting of almost entirely of Provincial Council members. The current sustainability strategy for the continuation of the Project Office beyond the life of the project is to put it directly under the authority of the Provincial Council and the supervision of the Provincial Economist, as in most other countries. This will be of great benefit, as the division between the Provincial Office and the Project Office is seen as a great cause of confusion regarding fundraising responsibilities and accountability, and a duplication of existing systems.

The sustainability of the integration of women into the current programs presents a somewhat different scenario. The YES project would have to become “owned” by the Salesian community associated with the Salesian Institute. At this stage, the YES project is standing separate from the Institute, although it is housed at the Institute. The Salesian Regional Superior for Africa and Madagascar visited the Province in September 2005 and stressed that projects should not be managed by the Project Office but by the local Salesian community. This presents two possible results: either the Salesians based at the Institute could integrate the YES training courses into their own activities or they could reject them and close them down. As funding has been secured from the European Union for the YES Project for 2006 to 2008, it seems unlikely that the Salesians would close the YES project down.

GIV has laid the groundwork for the acceptance of women and men training side by side in activities such as Bricklaying and Computer Maintenance; it is hoped that this trend will be followed, rather than abandoned, in the future.

## Sri Lanka

One critical lesson learned in Sri Lanka is to align the curriculum with the needs of the local labor markets. Due to difficulties with the consultants hired to conduct the initial

Labor Market Survey, the staff in Sri Lanka did not have the needed results to tailor the DIT course to the local market. As a result of the Labor Market Survey conducted last year, a new DIT course comprised of 19 modules was introduced in Year 4. The trainees who are certified under the new DIT course should find better opportunities for employment. The new DIT curriculum commenced in January 2005 and will end in mid-February 2006. Arrangements are already in progress to enroll new students in order to continue the training course without a break..

Two additional skills were identified as necessary for the Information Technology job market in Sri Lanka: English and management skills. In almost all GIV centers, English courses have been introduced and conducted for the students. In centers where the computer courses are continuing a supplemental course for improvement of the English knowledge is to be conducted in parallel to the ongoing computer course.

A management course has already been conducted at Dungalpitiya Center for the DIT students and similar courses have been planned for the other GIV centers. The students of the DIT courses are given life skill development training and business enterprise skills, but it was determined that in order for the GIV graduates to advance in the workplace, more specific management and leadership skills were necessary. A significant improvement in the development of leadership skills has been identified in the students who are currently taking the new DIT course when compared to the graduates of the earlier cohorts. This is attributed in part to the management course that was added.

Unit costs for the DIT in Year 4 are listed below, by training site.

<b>Sri Lanka</b>	<b>Course</b>	<b>Length</b>	<b>Unit Cost (USD)</b>
Dungalpitya	DIT	1 year	224
Nochchiyagama	DIT	1 year	311
Palliyawatta	DIT	1 year	220
Kandy	DIT	1 year	320
Negombo	DIT	1 year	224

Work on the Strategic plan is in progress and to be implemented in year 6. Work plan for year 5, has been already submitted.

## Zambia

The GIV project will be sustainable as the GIV activities are accommodated in the fully-fledged Salesian schools and are consistent with the Salesian educational methodology. The gender training and life skills training are potentially the most difficult to sustain as they require ongoing support by all staff, but the vocational programs will continue and will continue to be co-educational. The Project Office may take a different form as the Salesians have had ongoing disagreements with GIV over this model. Specifically, the Provincial Council has not been supportive of fundraising projects in support of GIV-related activities and has rejected many proposals for such projects. Hopefully, the

success the Project Office has had this year with a 100% approval rate for the eight proposals submitted will prove the worth of the Project Office.

The project has extensive replication potential. Its approach of skills training and job placement can very well be implemented in many settings and has been very successful in Zambia; the Zambian economy, unfortunately, has prevented many students from becoming employed. Additional project activities such as the life skills and gender training are also transferable to other settings and have the potential to help uplift many lives and mitigate the impact of the HIV/AIDS pandemic in sub-Saharan Africa.

Unit costs for Year 4 are listed below.

<b>Zambia</b>	<b>Length</b>	<b>Unit Cost</b>
Agricultural Technology	2 Years	88
IT	1 year	251
Masonry	2 Years	226
Metal Fabrication	2 Years	409
Tailoring	2 Years	398

## SMIOP

The GIV sites have continued to require significant guidance in the administration of the GIV project, particularly in the area of using budgeting as a management tool. Many sites continue to budget retroactively rather than proactively. That is to say that many countries continue to conduct activities and spend the money necessary for this and attempt to justify expenditures at month's end, rather than reviewing the money available and then determining which activities can be supported given the budget. SMOIP has continued to work intensively on budgeting with all GIV sites as well as at headquarters to ensure appropriate expenditure of capital over the remainder of the project.

Staff turnover, as discussed previously, was a difficulty this year for both the GIV project and the SMOIP in general. Because of the turnover, little capacity-building was conducted during this project year. It is hoped that the next year will prove more stable in terms of staffing and will provide an opportunity to explore new directions for SMOIP in program development.

Because SMOIP exists to provide project development and technical and management expertise for Salesian projects worldwide, the staff at SMOIP do not actually implement the projects in the field. Rather, the office supports the Salesians as they themselves conduct the implementation and on-site management of various projects. When developing projects, therefore, SMOIP must always ensure that the field staff would like such a project and have the capacity to manage and implement it successfully. At the same time, opportunities for additional funding or innovative programs exist and SMOIP must work with the Salesians in the field to encourage them to broaden their scope of work. In the past, this relationship has been difficult to negotiate and field staff can feel that SMOIP is applying for projects that they cannot or would prefer not to conduct. This

was evaluated in Year 4 and in Year 5, SMOIP intends to refocus its efforts on doing more extensive needs assessments and work more collaboratively with Salesians in the field in order to mitigate this tension.

## Attachments

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Annual Report Year Four  
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. Financial Report Excel Spreadsheet
2. GIV Newsletter #3

# Girls in the Vanguard Matching Grant



Newsletter # 3  
Summer 2005

## ***What is Girls in the Vanguard (GIV)?***

The GIV is a project of the Salesian Missions/Office for International Programs (SM/OIP) that provides an approach to offer skills training for jobs to girls and young women in their once "males only" technical and vocational schools and programs. The GIV is designed to facilitate the inclusion of girls and young women in Salesian technical and vocational training programs in five countries: Bolivia, Honduras, South Africa, Sri Lanka and Zambia. The goal of this 5-year matching grant is that 1,000 girls (200 per country) are trained and employed in private sector jobs with advancement potential by the end of the grant. Specific objectives in support of the goal for each site include the establishment of a sustainable Project Office; an increase in the number of girls and young women enrolled and trained at Salesian sites; and a measurable commitment of local businesses to employ graduates of the program. At each training site, a Business Advisory Council (BAC) and a Past Pupils Association (PPA) are being established to support the GIV.

The GIV staff at the SM/OIP provides technical assistance and monitors progress at each site. As well, they work with staff to build capacity in each country to sustain the GIV beyond 2006. As training programs in these countries are being designed to include females, SM/OIP will develop a best practices manual to be disseminated to other Salesian Societies as they begin to open their doors to girls and young women.

## ***Who's involved?***

The U.S. Agency for International Development, Bureau for Democracy, Conflict and Humanitarian Assistance (USAID/DCHA), SM/OIP in Arlington, VA, and the Salesian Societies in each of the five countries. USAID provides a portion of the funding and these funds are matched by the Salesians. The SM/OIP provides technical assistance and overall management. Funding runs through 2006.

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## ***GIV Highlights***

Much work is being accomplished as the fourth year of the GIV draws to a close. Sites are beginning to broaden their focus from the provision of education and employment services to include a detailed analysis of their strategic approaches to program development and management. In collaboration with SM/OIP staff, the sites will compile their analyses and produce a comprehensive best practices and lessons learned handbook to be distributed to Salesian project offices worldwide. In this way, the GIV achievements will extend far beyond the five sites and serve as a model for empowering girls and encouraging gender equity in all Salesian programs.

***Bolivia*** Bolivia has put much effort into strengthening its internal management and organizational capacity this year. In May, OFPROBOL (the Bolivian Project Office) hired two consultants: one to integrate the administrative processes of OFPROBOL and the projects and a second to develop a comprehensive project management system. The work of the consultants will be translated into an Administrative Procedures Manual that will contain detailed instructions for financial and project management, and will be incorporated into the Administrative Guide for the Salesian Society for distribution to all of the Salesian works in Bolivia. The site in Cochabamba experienced a great improvement in the installation of an internet laboratory. This has allowed for the implementation of a course in internet navigation and web-based tools, email, and the creation of web pages. In El Alto, a new course in Integrated Electronics, with a principle focus in electronic circuitry, has attracted six additional females into the nontraditional career of Industrial Electronics.

***Honduras*** The Honduran Project Office continues to demonstrate impressive innovation in establishing community contacts and eliciting the collaboration of local agencies and other partners. In the spring, Honduras began a social service project targeting the graduated students that is designed to encourage volunteer work and instill a sense of community among Salesian graduates. In addition, the Project Office had \$253,356.65 in grants approved for various capacity-building and service projects. This fall, the Director for the Honduran Project Office will visit the GIV site in Bolivia in order to learn about the GIV program implementation there. The School also

received lathes from Spain for the workshop needed for their Industrial Mechanics course. Many activities have been conducted to support the GIV job placement activities, including a job fair, a database of businesses, improvement of the course curricula and increased networking among Salesian graduates and business leaders.

**South Africa** South Africa has been putting much effort into the expansion of their curriculum. In addition to conducting the ninth Computer Literacy and Office Management course in June, the Program Office launched their first Computer Maintenance course in May, in which thirteen women participated. The course was very successful and the students felt empowered by their training—two students who had been previously employed as computer literacy trainers felt particularly pleased by their increased capacity and marketability. The Project Office has been making great strides in their efforts towards sustainability through developing their own manuals for their Computer Maintenance and Office Management courses. These manuals were developed in accordance with the feedback of previous students; based on their recommendations, the curricula now integrates hands-on computer lessons with lecture each day for the duration of the two-month training. In addition, the office received a grant for R316 000 for the Project Office and the YES project during this period, further increasing their sustainability.

**Zambia** Zambia has been hard at work preparing for the opening of a new site in Lufubu in September. The site will offer a one-year program in nutrition to prepare graduates for careers in food preparation and preservation. In June, Project Office staff traveled to Lufubu to ensure that the renovations done to the dormitories to house female students were progressing as planned and conducted a Gender Workshop for staff. In addition to conducting training in Lufubu, Project Office staff has led much other training, including facilitating workshops on “Motivation and Lesson Preparation as an Instructor”, “Gender Roles Needs and Relationships” and “Getting Organized for a Job Search and Interviews”. The existing training site in Chingola has continued its successful computer training, graduating 22 females in June and enrolling an additional 21 females for the course that began in July. In addition to its computer training, Chingola has fifteen females enrolled in its other training programs. A proposal for the construction of a sports facility for male and female youth in Mansa was approved in June.

**Sri Lanka** The Sri Lanka Project Office has continued their active participation in the post-Tsunami recovery efforts while maintaining their commitment to the GIV. The Dungalpitiya, Negombo and Nochchiyagama Don Bosco Centres pioneered a new Diploma in Information Technology (DIT) course that was well received and proved to be very popular among students. The syllabus has been distributed to the other Don Bosco Centres in Kandy, Palliyawatta and Elpitiya so that these sites can also implement this training. In order to keep gender at the forefront of the DIT and other trainings, the Project Office conducted a two-day seminar on gender sensitization and life improvement for male and female students. The computer sections of Dungalpitiya, Palliyawatta and Kandy were updated and expanded to accommodate the technological demands of the DIT. In addition to the DIT course, the Don Bosco Technical Centre in Kandy has also introduced the Juki Machine Course, Professional Cookery, and Electronics courses. All of the curricula were tailored to meet the needs of these professions in Sri Lanka and place special emphasis on recruiting and retaining females. The Project Office continues to build their capacity in gender issues by establishing a partnership with the Centre for Women’s Research (CENWOR). In May, the four Project Office staff participated in a one-day workshop on project planning and proposal writing organized by the Sri Lankan Federation of University Women.

**GIV Country Profile:  
Zambia**



**Location:** South Central Africa

**Borders:** shaped like a “u” that wraps around DR Congo in the north; borders Angola on the west; Mozambique, Malawi on the east; Zimbabwe on the south

**Capital:** Lusaka

**Population:** 11,261,795

**Government:** Republic

**Terrain:** mostly high plateau, some hills, mountains

**Industry:** copper, agriculture

**GIV Sites:** Chingola (north-central), Lufubu (northeast)

**Programs:** Agriculture, metal fabrication, masonry, carpentry, computer literacy, nutrition

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For more information on the GIV program, please contact Kelly Skrable at [kellys@salesianmissions.org](mailto:kellys@salesianmissions.org) or Julie Boccanera at [julien@salesianmissions.org](mailto:julien@salesianmissions.org), GIV Program Directors.