

**Annual Report Year 3  
Girls in the Vanguard:  
A Sustainable Systems Approach to Job Training and Placement  
For Girls and Young Women**



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October 1, 2001 – December 31, 2006

**Country Sites**

Bolivia, Honduras, South Africa, Sri Lanka and Zambia

## Summary

At Year 3, the Girls in the Vanguard (GIV) matching grant was up and running at full capacity. Girls and young women were enrolled in technical training courses at Salesian institutions across the five countries; Project Offices (POs) were staffed and juggling activities in areas such as 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, as well, at least two representatives from each site were able to travel to Arlington, VA to spend a week together at the Innovations in Training Workshop in August 2004.

The Mid-Term Evaluation (MTE) was also conducted this year and results varied by site. Many sites quickly responded to the recommendations of the report and made adjustments before the end of the project year. Under the GIV, all sites either established new or upgraded computer courses and for the most part, GIV participants enrolled in these courses. PO and GIV staff are aware of the need to improve recruitment efforts and increase placement of young women in technical training programs other than computer courses.

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.

The Innovations in Training Workshop provided an opportunity for representatives from all sites to work together and learn from each other's experiences, share success stories and start to develop strategies for sustainability beyond the EOP. Participants also recognized the areas that need further strengthening, and the need to extend the gender sensitivity training out into the community and private sector to further build acceptance and support of girls and young women in non-traditional areas.

During Year 3, all sites stepped up fundraising efforts. Three sites (Bolivia, Honduras and Sri Lanka) as well as SMOIP have exceeded their EOP target of raising \$800,000.

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### **Cover Photos:**

At top left, GIV carpentry student in Honduras (CCSJB)

At top right, GIV office in El Alto, Bolivia (ESDB)

At bottom, Life Skills workshop in South Africa

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

Since September 1986, Salesian Missions/Arlington (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 Saint Francis de Sales was founded in Turin, Italy in 1859 with the purpose of training unskilled boys that migrated to Turin in search of employment. In 1872, Don Bosco together with Sister Mary Mazzarello founded the Salesian Sisters to train girls. Salesians have 3,400 of their own schools and manage thousands of others for host governments. Today, with the help of PVC-ASHA, the Salesian Society is defining an approach to offer skills training for jobs to girls and young women at their once “males only” technical and vocational schools.

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 the poor with the means to achieve economic self-sufficiency, improve their lives and participate in the benefits of their own growth and that of their communities. The principal tool of Salesian socio-economic development work is to provide education programs for youth residing in these communities. Salesian education programs include technical and vocational training coupled with personal development support and guidance. The educational process is designed to enhance young men’s and women’s understanding of civic and social responsibilities and of their contribution through honest work to the well-being of their family and their community.

Both boys and girls in the areas served by the Salesians often have little or an incomplete formal education. Under-educated girls are often trained for menial tasks and for domestic jobs such as cooking or cleaning while under-educated boys are trained in skills such as welding, carpentry and cabinet-making where they can earn salaries higher than the minimum wage. The Salesians want to provide the same opportunities to girls and young women as they give to 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. As well, new project offices were established (or existing project offices strengthened) to support and facilitate quality Salesian training programs for all youth.

## II. Project Methodology

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 always open to female members' training or employment in jobs that are considered non-traditional for women. As well, the workplace may not be very receptive – some employers assume that investing in a female is a waste as she will eventually 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 has an integrated approach – integrating girls into existing courses at Salesian institutions; integrating lay professionals into operations at POs 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. Finally, integrating gender awareness into the work conducted at all levels.

The methodology involves the capacity building of SMOIP and POs; continuous assessment of all project activities; participation of the parties listed above in all GIV activities; constant 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.

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

The strategy is to provide the POs with the basic management tools and to create a participatory atmosphere and involve all the players – the POs, Salesian institutions, students, PPAs, and BACs – in order to meet their objectives. In addition, SMOIP encourages sites to build on these tools as well as share with each other any tools developed or innovative practices implemented in country.

Key inputs during Year 3 included the design and conduct of the Mid-Term Evaluation (MTE) (which was completed as scheduled in the Detailed Implementation Plan [DIP]) and the Innovations in Training Workshop. The MTE is discussed further in Section III of this report. The Innovations in Training Workshop brought together staff from the five GIV sites, SMOIP staff, PVC staff and one of the mid-term evaluators. One week was spent discussing and sharing experiences and lessons learned and gathering information on best practices to date. Each site provided samples of their training materials and the group began to develop strategies for sustainability beyond the End of Project (EOP). The agenda is included in the attachments.

Gender awareness and life skills training have been ongoing at all sites. These trainings have been critical to GIV participants' success in all technical courses, and have played an instrumental role in promoting positive attitudes toward the inclusion of female students at Salesian institutions. For the most part, attitudes have shifted from initial resistance to integrating female students to a newfound commitment to their inclusion and success. 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. At some sites, instructors work hand-in-hand with PO staff to recruit female students; in others, instructors are actively involved in delivering GIV gender awareness and life skills training. Male students in the training programs attest to the benefits of the gender training, both in building awareness about the social-personal and economic challenges faced by young women, and in improving their relations with and respect for female peers.

**Figure 1: Instructors in Nochchiyagama, Sri Lanka at a gender awareness training session.**

However, one thing that has become clear to all parties is that gender awareness and life skills training needs to be *ongoing* throughout the year and tailored to different audiences (Salesians, business communities, families, etc.) as some sites have been more successful in delivering these trainings than others. The need still exists to conduct further outreach and extend the gender awareness training to the larger community, including families of students, parishioners and representatives from the business community as there have been some challenges in placing female graduates in jobs. Also, sites need to increase their efforts in marketing the non-computer courses to females and boost enrollment in these courses.

### III. Monitoring and Evaluation

Most of Year 3 was dedicated to the MTE; work began the end of Year 2 with the identification of two external international consultants who, in collaboration with GIV staff, developed the MTE scope of work according to PVC guidelines. The result was a highly participatory and rigorous effort on the part of SMOIP and PO staff. Each PO conducted a self assessment with individual and group exercises, and results were submitted directly to the evaluators. As well, each PO hired a local external evaluator to provide an in-country perspective. Note: any changes that have been made to the DIP since Year 2 are based on the results of the MTE.

The PVC Guidelines for the MTE were also translated into Spanish, along with key instruments and documents. These were distributed to staff in Bolivia and Honduras since clear communication with all sites was vital to the MTE process and anticipated outcomes. The translated guidelines were submitted to PVC electronically so that other PVC programs could benefit as well.

As noted in the Year 2 Annual Report, the academic year of most GIV sites runs from January to December. Given that this calendar did not correspond to the GIV project year (October-September), targets set earlier in the project were not estimated properly. A three-month, no-cost extension to December 2006 has since been granted and this will allow for more accurate reporting.

Three overall recommendations emerged from the MTE:

*1. Modify the overall goal of 1,000 Salesian-trained young women trained and employed to 800, as follows:*

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

The chart below demonstrates original targets against mid-term results and served as a basis for the above recommendation.

COUNTRY	PROPOSED	ACTUAL	PROPOSED	ACTUAL
	Mid Term Target: Enrolled	Mid Term Target: Enrolled	Mid Term Target: Certified	Mid Term Target Certified
Bolivia	100	237	65	82
Honduras	100	173	50	36
South Africa	100	119	50	93
Sri Lanka	100	52	50	29
Zambia	50	67	50	15

However, a session on MTE results and recommendations was held during the Innovations in Training Workshop. After much discussion, participants unanimously decided to maintain the original targets (200 girls and/or young women certified and employed by EOP at each site) since they had all rapidly taken steps to respond and make changes to their programs based on the results of the MTE. Following the workshop, participants went back to their PO staff to discuss the situation and revisited their projections through EOP given that the no-cost extension was granted. These projections are detailed below:

COUNTRY	Actual Enrolled 2001-04	Actual Certified 2001-04	Projected Enrolled 2005	Projected Certified 2005	Projected Enrolled 2006	Projected Certified 2006	Projected Enrolled LOP	Projected Certified LOP
<b>Bolivia</b>	266	193	220	150	230	170	585	463
<b>Honduras</b>	235	73	120	87	125	85	480	245
<b>South Africa</b>	219	193	108	90	168	140	495	423
<b>Sri Lanka</b>	82	77	104	87	124	103	310	267
<b>Zambia</b>	77	32	104	89	114	90	295	211

Based on the above, sites will meet the targets originally proposed in their planning matrices. Zambia may open an additional site in Year 4 to meet the targets.

*2. Modify the Objective 3 indicator of "Number of businesses committed to hire Salesian-trained young women." This indicator may best be articulated as a process indicator, focusing instead on the successful mobilization of BACs in networking and reaching out to the larger business community on behalf of young women seeking employment.*

While it is not practical at this point in time to modify this indicator, each site has developed a clear definition of the word “committed” so that it is measurable within their context:

Bolivia – “... having a written or verbal agreement in place to employ young women ...”

Honduras – “... providing professional internships for Salesian-trained young women and expressing a verbal commitment to give priority to hiring Salesian-females graduates for employment if there are opportunities available and the economic climate is favorable ...”

South Africa – “...hiring a YES program graduate for employment ...”

Sri Lanka – “...having a written or oral agreement in place to employ at least one Salesian-trained young woman per year ...”

Zambia – “...verbally expressing an interest to hire Salesian-trained young women ...”

*3. Drop the SMOIP Objective 3 indicator that calls for the establishment of a global listserv for Salesians.*

This recommendation has been adhered to and the indicator has been eliminated since it was no longer a useful or a cost-effective activity to pursue under this grant. The success of any information network depends on the interest and consistent inputs of the participants. Since the five POs are so busy implementing GIV and other activities, there is little time to fuel program-

related discussions at this time. In addition, no mechanism currently exists which links SMOIP with all Salesian Missions worldwide.



**Figure 2: MTE evaluators conduct a session with the PPA members in Sri Lanka.**

Other MTE recommendations included the need to provide dedicated staff at each training site to assist students in their job search activities, and to actively mobilize both BACs and PPAs. POs need to maximize their existing relationships and linkages in order to organize the business community. Evaluators noted that one significant lesson from the first half of GIV was that completing technical training does not--in and of itself--translate into employment. A multi-faceted approach to assisting graduates in their job searches is needed at each site, including individualized job placement assistance, career guidance, and more aggressive networking with, and support from, businesses and alumni. Because POs have focused their attention to date on establishing the GIV at Salesian training institutions, they have given less emphasis to networking and job placement support. Where BACs do exist, POs need to work with training sites to mobilize BAC support of students and graduates by providing opportunities for BAC members and students to develop informed relationships, and for BAC members to share workplace information (e.g., through site visits to companies, informational interviews).

At the beginning of the project, the institutional capacity of most POs was at the *Start Up* or *Development* stage. Many of the components that are important to institutional capacity building (e.g., planning, management systems, staffing skills/development and financial management) were either not yet established or needed substantial strengthening at the outset of GIV. Therefore, a considerable level of effort was spent on establishing new (or strengthening existing) POs during the first half of the project. At mid-term, the overall institutional development of most POs could be characterized as reaching an *Expansion/Consolidation* stage. This reflects great growth and progress since 2002.

Institutional capacity development areas that need further attention vary from country to country. There is still a need for extensive PO staff professional development, especially in fundraising, organizational development and marketing. As well, specific capacity needs to be built into systems such as intra- and inter-site communications, financial management and monitoring and evaluation (M&E). SMOIP also needs to conduct the IDF exercise twice a year as it is done at the GIV sites.

Other recommendations for SMOIP included strengthening the areas of partnership development and public relations to increase the recognition/visibility of SMOIP; dedicating a more intensive effort to strengthening the broader technical capacity of the office as a leader in gender programming, so that knowledge and practices are more broadly vested beyond GIV staff; and undertaking a comprehensive analysis of ways to improve the effectiveness of private-sector fundraising efforts.

As a result of the GIV project, attitudes are shifting regarding the inclusion of female students in technical courses. In Bolivia, Honduras and Zambia, this attitude shift has been demonstrated by Salesians and lay instructors alike. The instructors, who initially showed some resistance toward integrating girls, are now strongly committed to their success and increasing enrollments, especially in non-computer technical courses. This has taken on special meaning at some sites where the instructors are directly involved in conducting gender awareness and life skills training in their schools (Bolivia and Honduras). In Zambia, the success of the girls themselves has helped to open the eyes of the Salesian community, instructors and male peers. In Sri Lanka, the attitude shift is seen primarily among the instructors and students working and/or learning side by side with the new female students. Since no Salesian technical training programs existed in South Africa when the GIV began, the impact of gender training is at this point still seen mainly with the students themselves.

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

##### *Bolivia*

OFPROBOL (Oficina de Proyectos de Bolivia) is to be recognized for their efforts over the year. By mid-term, they had raised over \$4 million; revitalized their efforts in working with the business community (which had been on hold due to the political crisis early in the year); conducted capacity building exercises at the grassroots level; and expanded the GIV to a third site.



Training efforts at El Alto took on a different focus in Year 3. A reflection exercise that was conducted at the end of Year 2 revealed that the administration of the Commercial Section of the Escuela Superior Don Bosco (ESDB) lacked the vision and commitment to the GIV. Given this, the Commercial Section was phased out in Year 3. Due to an institutional reorganization at the ESDB, some of the courses under the Commercial Section were reassigned to the Industrial Section and therefore remained under the GIV. Efforts were reduced at the Colegio Pacifico Felletti (CPF) in Cochabamba as the program has almost become self sustainable. As a result, the GIV expanded to a third site at the end of Year 3 to the Escuela Tecnica Salesiana (ETS) in Cochabamba.

**Figure 3: Students from the Escuela Tecnica Don Bosco in Cochabamba explain computer repair techniques at municipal government fair.**

Outputs during Year 3 included:

##### OFPROBOL

- Development of a 5-Year Strategic Plan for OFPROBOL.
- Development of strategic plans at 10 Salesian technical centers across Bolivia that included a focus on gender. A total of 150 persons participated, 111 males and 39 females.

- Conduct of IDF follow-up exercises #2 and #3 at the two training sites (ESDB and ETS). A total of 15 people participated, 8 females and 7 males.
- Development of a GIV activity report format based on targets and objectives of the project. This method of planning has increased efficiency. The instrument is utilized by staff at OFPROBOL and at the training sites for reporting purposes.
- Development of a standardized staff performance instrument.
- Establishment of an OFPROBOL board. Meetings take place each quarter and four Salesian representatives on the board participate in discussions at the implementation level of the projects. Two of these representatives are also members of the Salesian governing Board of Inspectors.
- Contract of a job placement consultant as part of a strategy for increasing employment of GIV graduates. To date, the consultant has worked with the training sites and established formal agreements with the International Labor Organization (ILO) and the group, Nueva Empresa. These formalized relationships are on a national level.
- Training of job placement consultant and the two site coordinators and on self-employment strategies organized by Nueva Economia group. They have established a strategy for fundraising within the office.
- Contract of a communications consultant with expertise in designing internal and external communications strategies, policies, logos and print materials to launch public outreach activities for OFPROBOL and the GIV Project.



**Figure 4: Female instructor and student in the print shop at the Escuela Superior Don Bosco in El Alto.**

#### Training Sites

- Establishment of a student leader's group at CPF and ETS in Cochabamba to complement the work of the PPA. The groups hold discussions with their peers to motivate them on project activities.
- Older PPA members at ESDB (who participated in the first training in Year 2) trained new PPA members in presentation and oral expression skills.
- Development of a PPA activity plan at ESDB. Topics included seminars on motivation and work experiences for students in all training programs, support and assistance to students participating in the district fairs organized by the municipal government of El Alto and information sessions on career options and programs at other schools around ESDB and civil society institutions.
- Participation of 42 ESDB students (14 males, 28 females) at seven district fairs sponsored by municipal governments throughout La Paz. These fairs bring together members of the business community (service providers, employers, etc.) with the purpose of promoting the non-traditional courses for females within the community to shift away from traditional training for males by breaking down stereotypes for women.
- Conduct of marketing and outreach activities of the technical programs at the ESDB by the PPA in collaboration with a volunteer group from the Universidad Salesiana.

- Identification of internships by PPA members. To date, two students (one male and one female) have been placed. Also, the PPA took the lead in identifying other industries in El Alto for additional placements.
- Conduct of an internal communication workshop at the ESDB with 30 participants (20 males, 10 females). Sessions have also been organized around discussions on family, society, values, self-esteem and leadership.
- Infrastructure improvement to the restrooms and computer rooms at both El Alto and Cochabamba. Additionally in Cochabamba, improvements were made to the potable water system in the restrooms, eliminating the chance of infection.
- Development of four-month accelerated computer courses: “Basic Computing” at ETS and “Administration in Databases” and “Computer Assembly” at ESDB.
- Completion of BAC’s structure and mission. The main focus is to gather information from the labor market study and develop strategies for improving the content of the technical training curriculums.
- Conduct of meetings with various organizations and businesses to organize internships: Digital Work; Larcos Industrial Ltda.; Vapor Service S.A.; Induplast S.A.; Toyosa S.A.; Obra Salesiana de Kami; Cade. S.A.; Taller de Mecánica UAZ; Taller de Mecánica Zusuki; Taller de Mecánica Cristo Rey; Servicio Técnico Tec Mec; Vanguard; Rectificadora Rodríguez; Escuela Superior Profesional Don Bosco; Rectificadora Trujillo; Vultexiber; Tornería Atlas; Mabel S.A.; Larabish; EMBOL; Embolsa; Editorial Aeronáutica; Imprenta Estampa; and Imprenta Belén.
- Conduct of a labor market study to determine labor market needs in Cochabamba in order to develop course offerings at the ETS. In addition, surveys were conducted with youth in the southern neighborhoods surrounding the ETS to determine their training interests. The curriculum map and course selection were based on the findings.
- Planning of workshops on basic skills required for entering the labor market. The job placement consultant, staff in Cochabamba, and student leaders have developed these workshops after researching newspaper ads, company requirements, etc.
- Conduct of two discussion groups with students, initiated by the BAC in Cochabamba. One group was conducted at the CPF with 43 participants (19 female, 24 male). A short course on network installation was given to 69 students (30 female, 39 male).

The effect on beneficiaries is clear – students and PPA members have taken ownership of the program, visit the project office often for help, and have become stronger as a group. They are also eager to correspond with their counterparts in Honduras. The Salesians have taken ownership as well. For example, at the ESDB, Bro. Julio (the head of the industrial section) has been an advocate for the program and has also provided constant support to students, staff and consultants; he has been actively involved in the program. Also, Bro. Franz has been assisting the program by partnering with the Salesian University to revise and improve the curriculum for the courses offered.

Staffing has been somewhat problematic in Year 3. The work load in the office has increased significantly and personnel changes throughout the year have hampered the staff’s ability to dedicate the time necessary to achieve better results under the project.

OFPROBOL contracted a person for the M&E position for a period of five months. This person did not work out, and it has been difficult to find a qualified person since the beginning of the project. Because of the continual rotation of staff in this position, the decision was made to not centralize M&E under one person since it is a fundamental component of managing all projects. Therefore, M&E has been decentralized and all OFPROBOL staff have been trained in this area along with the site coordinators at the training institutions.

The site coordinator in Cochabamba has been working without difficulty, and able to juggle work at both training sites. However, at the ESDB in El Alto, two more site coordinators came and went during this year for a variety of reasons. Working conditions in El Alto, up in the Altiplano, are not the same as they are in La Paz and transportation is often an issue. While these changes have been a bit disruptive, staff at the ESDB have been able to compensate by designating a project team (made of project staff and ESDB administration) to handle the work previously conducted by the site coordinator. One staff person, who is also a member of the PPA, is receiving additional training, which in turn builds the capacity of the ESDB.

Finally, OFPROBOL staff trainings were not based on any type of structured plan but rather based on staff's personal interests. Work has now been started on developing a training plan and training policies to meet the needs of the institution. While this is a slow process, work is moving forward.

The gender consultancy ended without the expected results. The contract with the consultants had to be resolved in courts as the quality of work and professional ethics was not up to par. In Year 3, gender training and life skills themes were woven into extracurricular activities such as workshops, seminars, theater and excursions, as well as into written materials such as comic books.

As mentioned earlier, the lack of support and interest by the administration of the Commercial Section at the ESDB resulted in shifting the GIV focus to include only students in the Industrial Section. However, it should be noted that all students continue to receive gender awareness and life skills training, regardless of their course section.

In Cochabamba, job placement results were not as expected. The CPF graduates were not interested in obtaining employment immediately following graduation and were more interested in continuing their post-secondary studies in non-technical areas at the university or other institutions. As well, employers did not value the GIV training at the high school level and were hesitant to hire graduates given their age and inexperience. For this reason, a second site in Cochabamba, the Escuela Tecnica Salesiana, was identified and included in the GIV as their population is older and ready to enter the job market.

The social, economic and political crises of the country dramatically influenced the private sector. Many businesses and industries closed, significantly decreasing the available jobs for graduates. As well, BAC meetings were not viable. These factors directly impacted the GIV targets. For this reason, work has been focused on developing an entrepreneurship mentality with students and providing training in this area.

In terms of impact outside of the project, the extension of the IDF to the training sites has generated an environment of self-evaluation at the sites and identification of institutional challenges to be resolved. At ESDB, planning began on the Centro's first Industrial Expo, scheduled for early Year 4. This event is designed to present to the students, parents and business people the services provided by the school at the level of training and production to generate business and self-employment. Pre-registration for this event had reached 784 external participants.

Also, OFPROBOL was asked by the Escuelas Populares Don Bosco (ESPDB), a network of government primary and secondary schools run by the Salesians, to train their school directors and technical staff (around 200 people in two distinct workshops) using the work plan and management tools used by OFPROBOL and the GIV training sites. Also, the OFPROBOL alliance with the ILO and the Grupo Nueva Empresa has gone beyond the GIV training sites, in that training and their materials can be extended to all 11 Salesian centers in Bolivia.

The DIP initially included three sites: CPF in Cochabamba, Centro Miguel Magone in Santa Cruz and the ESDB in El Alto. For internal administrative reasons, the Centro Miguel Magone was not included in the first two years of the GIV and the ESDB of El Alto began with both the Industrial and Commercial sections. At the beginning of Year 3 and after evaluations, meetings and discussions with those in charge, the decision was made to centralize GIV efforts in the Industrial Section of ESDB and phase out the Commercial Section since the administration no longer wished to participate. Also, it was determined that CPF graduates in Cochabamba were not interested in entering the labor force upon graduation or continuing technical training. The ETS in Cochabamba was then strategically included as a third site in July of 2004 as course offerings responded to labor market demands and students are eager to enter the workforce.

There has been a slight deviation from the original PPA structure. Current students are included in the membership, not just graduates. This strengthens membership, as members are continually motivated, work together and hope to eventually collaborate with the BAC.

Communication between SMOIP and OFPROBOL is maintained constantly by mail and phone, as well as visits to the field by the GIV Program Director and other SMOIP staff. This constant contact and flow of information is a great help. Also, the Assistant Director of OFPROBOL was able to attend the Innovations in Training Workshop.

### *Honduras*

During Year 3, the PO concentrated on improving their capacity to develop and manage new projects and promoting the GIV and related activities within the Centro de Capacitacion San Juan Bosco (CCSJB). They worked toward building ownership among the Salesians, as well as building their awareness about the factors influencing GIV project sustainability. The PO staff diligently worked to create an enabling environment for the girls in the five technical workshops and the two computer training programs. They also worked closely with parents and families to build acceptance of girls and young women in the technical training courses with good results. However, they have found that the business community is not as accepting of females in the workplace, especially in the area of computer networking. It is important to note that the project

in Honduras is called Youth in the Vanguard, reflecting the fact that young men are also viewed as stakeholders and beneficiaries.



**Figure 5: Instructors and USAID representatives meet at CCSJB.**

During Year 3, a considerable amount of time was also spent on making sure that the auto mechanics, upholstery, industrial welding and carpentry curriculum met the requirements of the national certifying bodies, INFOP and CADERH.

Finally, PO staff dedicated a large amount of time to the preparation and conduct of the

MTE, as well as responding to the results of the MTE and implementing changes in areas such as administrative systems and procedures (e.g., definition of policies, procedures and internal guidelines; definition of guidelines/functions for PO Advisory Council; revision of Personnel Manual); improvement of PO infrastructure and communication systems; personnel administration (e.g., clearer definition and enforcement of staff functions and lines of authority/reporting; closer teacher supervision); reporting and tracking of activities; improved management of internal data; and the development of an integrated M&E plan/system.

Outputs during Year 3 included:

- Hiring of a full-time Job Placement Coordinator. This coordinator serves all CCSJB students, not just the GIV participants.
- Conduct of a 15-day strategic planning exercise with PO staff, students, parents, Salesians and lay people working on the project. There were a total of 30 participants (21 males, 9 females).
- Preparation of an Annual Work Plan so that PO staff as well as Center instructors and staff were clear on expected results during the year.
- Conduct of a series of curriculum development workshops for the five technical training courses. There were a total of 22 participants (12 males, 10 females), including the PO and Center staff.
- Enrollment of 133 new female students in the two-year courses at the Center: 80 in Information Technology (IT), 44 in Networking, 2 in auto mechanics, 2 in cabinet making, 1 in industrial mechanics and 4 in upholstery.
- Graduation and certification of 38 girls who completed their two-year program: 32 in Networking, 2 each in industrial mechanics and welding and 1 each in cabinet making and upholstery.
- Establishment of a one- and two-month internship program developed in collaboration with the BAC for second year students.
- Revision of entrance requirements and selection criteria for the all training programs. This will help to ensure that graduates are sufficiently mature and prepared for employment.
- Development of a checklist of materials and supplies required for each training course.

- Development and incorporation of a Human Development and Gender Module to be included in all training courses.
- Establishment of a guidance and counseling office. Counselors and instructors work together to provide support services with the hope of reducing the number of dropouts. Students are monitored bi-monthly.
- Conduct of a series of extra-curricular activities such as a folkloric dance group, two soccer teams (male and female), theater, father and mothers' day celebrations, Celebration of San Juan Bosco Day and other celebrations throughout the school year.
- Establishment of a Student Council.
- Site visits to 71 businesses in order to establish internships; of these, 51 offered placements.
- Placement of 21 graduates in jobs after completion of their internship.
- Development of resumes for 126 students. All were submitted to the CADERH job bank.
- Conduct of a two-day Open House attended by many community leaders, business managers and Salesian friends.
- Conduct of IDF follow-up exercises #2 and #3.

The effects of the GIV have been numerous. The girls continue to improve their communication skills – they have learned how to speak in public without fear and how to handle a job interview. Many have exhibited greater confidence and self esteem: *“Now we know what men can do, women can do”*; training in life skills has helped them to develop personally, especially their inter-personal skills. They know how to work in a group and they now talk about their problems and share what is happening in their lives, as well as help and support each other.

Male students have commented that the GIV gender training is very important and useful in their lives. They are now relating better to young women. The presence of girls has also motivated boys to more actively participate in school social activities (e.g., Youth Week).

Overall, students have learned to value themselves more and know they are capable of many things. The project and training courses have generated motivation (e.g., many students have enrolled in EDUCATODOS, a Ministry of Education [MOE] program which allows them to complete their secondary studies in the evening) and many students realize they need additional skills and are eager to continue their studies. They see the GIV as an opportunity for them to improve their lives and leave behind their difficult situations; they know they can make better decisions, and they believe they will transform themselves at the Center.

The Parents' School has been well-received, and its training has contributed to improving relationships between parents and children. The parents appreciate the discipline and benefits of the training programs, and the fact that their children are learning a practical trade/skill.

The male instructors at the CCSJB have commented on how the gender awareness program for instructors has helped them better communicate at home with their wives and daughters. The larger Salesian community is now also more welcoming of the females at the CCSJB.

At the end of Year 2, it was discovered that graduates of the one-year IT course were lacking certain skills when entering the job market. After reviewing the curriculum and meeting with the

BAC, it was determined that the IT course would expand to two years, starting in Year 3 of the GIV. As a result, the Microsoft Academy was established in Year 3. In addition, the two IT instructors received Microsoft Certification.

This year, some of the students enrolled in the CISCO Networking course were having difficulties grasping the course materials, as these students entered the program only having completed primary school. Support materials were developed and instructors prepared a series of practice sessions designed to assist them. (In addition, the two CISCO Networking instructors received training on the updated CISCO curriculum.) Based on this situation, entrance criteria to the program was reviewed and altered to reflect the academic level needed for the course.

One serious issue has been the misunderstanding by the PO and the Salesians of the goal of the project, 200 girls certified and employed at EOP. It was assumed that the goal was 50 at EOP and not 200 as listed on the PMP and planning matrix. (The Salesians thought the goal was in line with their own goal of helping poor girls, with a 6th grade education level or higher, out of poverty.) Therefore, the PO realizes the need for an increased effort to meet the goal.

In terms of impact outside the project, the GIV project has served as a vehicle for promoting the CCSJB to the business community in Honduras with great success. To date, the female and male graduates of the Center have been absorbed in the labor market. Word of the PO's efforts has spread to other national and international organizations. Many of these groups have visited the Salesian institution and are now offering different types of support to a variety of projects.

Also, in collaboration with the BAC, gender awareness training has been conducted with 20 members (8 women, 12 men) of the business community. Specific topics covered the importance of supporting women as they enter the non-traditional areas of the labor force.

Changes since last year include the hiring of a full-time job placement coordinator. This person works directly with students, and has primary responsibility for coordination of the BAC and PPA activities.

The one-year IT program was expanded to two years after receiving feedback from employers that graduates needed further training, including English skills. The course was redesigned and now includes an English language component. In Year 4, this English training will be extended to the students in the other training programs.

The PO in Honduras has had a positive relationship with SMOIP. The GIV Program Director conducted a reflection workshop with PO staff early in Year 3 and this aided them in planning for the rest of the year. During the rest of the year, the Program Director provided wide-ranging technical assistance and support both on-site and from Arlington, as well as editorial assistance (on quarterly reports, video, training materials). While on a site visit, the GIV Program Director was asked to lecture at the Catholic University's graduate program in project management on the monitoring and evaluation of projects. The PO Director and the Director of the Salesian Institute in Honduras were both able to attend the Innovations in Training Workshop.

## South Africa

During Year 3, the PO in South Africa developed a strong relationship with the Department of Labor and established itself as a sponsoring agency for Sector Education Training Authority's (SETA) Leadership Program. A major milestone this year was achieving Public Benefit Organization (PBO) status after a cumbersome, year-long application process with the South African Revenue Service. Very few NGOs in South Africa have acquired this status to date. The PBO registration number entitles the South African donors to a tax exemption.

At the launch of the GIV Program in South Africa, the focus was on the setting up of training programs for women, as there were no existing suitable technical skills training programs in Cape Town offered by the Salesians. The training programs at the Salesian Institute in Cape Town (where the PO is housed) were designed and presented at a very low level and did not ensure employment upon completion of the training. However, as the program training for women developed, questions were asked regarding the exclusion of men in this program. As a result, the decision was made to include a limited number of men in every course. At present, this does not exceed 5 men for every group of 25 women. As the goal of GIV is focusing on women, an effort has not been made at this stage to increase the number of male students.



The Dollar-to-Rand exchange rate has changed dramatically over the past three years. As funds are received from SMOIP, they are immediately converted to Rand. Therefore, there is now less Rand available for training than originally anticipated.

April 2002:	\$1 = R10.63	Year 1
October 2002:	\$1 = R9.99	Year 2
July 2003:	\$1 = R7.36	Year 2
October 2003:	\$1 = R6.89	Year 3 beginning
June 2004:	\$1 = R6.23	Year 3
September 2004:	\$1 = R6.47	Year 3 end

**Figure 6: ACLOM students**

Specific outputs achieved in South Africa in Year 3 included:

- Training of 97 people, bringing the cumulative total to 169. The training consisted of a Life Skills course followed by Office Management and Applied Computer Literacy (ACLOM). There were 128 participants of the Life Skills course (13 males, 115 females). There were 97 participants of the ACLOM course (9 males, 88 females). There were four training sessions during the year, with the majority of the participants being women.
- Conduct of four Past Student Association meetings this year: in November 2003 with 25 females in attendance; in March 2004 attended by 26 females and 2 males; in May 2004 with 44 females and 2 males attending; and in July 2004 with 46 females and 3 males in attendance.

- Designation as a PBO. This enables South African donors to make tax exempt donations to the GIV program.
- PO staff (4 women, 1 man) received a two-day monitoring and evaluation.
- Completion of a 3-day fundraising course by the Fundraising Learner. The course, “Resource Mobilization & Fundraising Development”, was conducted by the South African Institute of Fundraising.
- Attendance by the Project Director and Fundraising Learner at a seminar on building self-esteem.
- Attendance by the Fundraising Learner at a seminar on *Fundraising from the USA* held at the US Consulate in Cape Town. This was sponsored by the Wheat Trust, a local group that assists community-based organizations.
- Attendance by the PO Assistant at a Quality Management Systems training given by the Services SETA.
- Attendance by the PO director at a Skills Development Facilitator training at Services SETA.
- Conduct of IDF exercises #2 and #3. At the second IDF assessment, mid-term targets had been met, but not EOP targets.
- Conduct of the MTE took place in February 2004.
- Completion of a labor market study by the University of Cape Town. This was presented to a group of stakeholders, including the Minister of Education and several Department of Labor officials. Recommendations were in broad categories and not detailed enough to provide sufficient benefit.

The program has had positive effects. Students are confident when applying for jobs and they use the materials and skills acquired through the YES training to assist them to perform their duties within the workplace confidently. Life Skills assisted the students to cope with the demands of life and job situations. They were informed of their rights in the workplace and as women. Several students reported that they confronted their partners when they felt abused; some left their partners as a result of this. Counseling sessions were provided for the students in serious cases.

A problem encountered this year was that of dropouts. Most dropouts leave during the first week of the course. Courses initially begin with 30 participants and an average of 25 complete. Therefore, more attention will be paid to the recruitment process so that the dropout rate is minimized and training is as cost-effective as possible.

During the past year, a lack of enthusiasm by participants (after four weeks of pure theory and Life Skills) caused the training staff to re-work the curriculum for future training groups. The Life Skills and Computer Skills will be integrated, instead of being kept as two separate courses. This change will come into effect in 2005.

Also, participants will be required to adhere to attendance guidelines. For example, participants will be asked to explain to fellow participants their reasons for arriving late. As well, participants must attend all sessions (Life Skills and Computer Skills) in order to receive their certificate. In the past, participants in the ACLOM course were advised that they would not

receive transport subsidies if they were frequently absent. Also, participants were advised that certificates would be issued only to those who attend regularly and take and pass (with at least 50%) the examinations at the end of the course

The PO had intended that the learnerships (on-the-job training placements with a stipend covered by the government) be regarded as job placements, as the women were effectively employed for at least 12 months and certainly had advancement potential. However, after much discussion it was decided that the learnerships were simply extended training sessions. This had a negative effect upon the project statistics. The PO staff would not have put so much energy into the learnerships (they were very time consuming) if they had known beforehand that they would not qualify as job placements.

The learnerships were supposed to be paid for up front by the Services SETA, but they were chronically late with their grant payments. This meant that the PO had to delve into their own funds to cover the payment of the learnership allowances. Upon the completion of the current 32 learnerships, the PO will not continue with this program as a lead employer. The majority of learners should have completed their training by the end of December 2004. The PO will continue to place graduates in learnerships with other employers.

The PO anticipated a good profit from the learnerships – they were told that R10,000 would be awarded per successful completion of each learnership. Funds received would flow back into the program and assist with sustainability. PO staff did not anticipate that several students would not complete their 12-month stints. That meant, in effect, that a huge amount of administrative work was completed for no financial returns. Seven learners did not complete their learnerships. These individuals dropped out after completing their initial 12-month learnership. Since the SETA had not provided them with a training component, they decided to quit the learnership and seek employment, rather than wait another six months for the SETA to deliver training. Three learners are still in the process and 22 are waiting for the results of their assessments.

The PO is also part of the Provincial Skills Development Forum coordinated by the Department of Labor. This high-level forum is designed to coordinate training within the province of the Western Cape. The government utilizes the Forum to hire staff for large government projects such as the building of schools and roads. The PO also worked with local organizations such as the Cape Town Drug Counseling Centre, Department of Health Western Cape, SA Wildlife and Environment Society, and the Treatment Action Campaign (HIV/AIDS), all of whom became involved as facilitators in the Life Skills training.

This year, men were included because of criticisms that the GIV program was intended to integrate women into traditionally male training programs. As the PO had to design and establish training before they could enroll any women, they were obviously reluctant to spend money intended for women on males. Enrolling males did not form part of the goal as discussed at the DIP workshop in 2002. In order to compromise, the PO agreed to include a maximum of five men in each training group.

Findings from the MTE conducted in February 2004 resulted in two changes to the program. Preparations were made for the appointment of a Job Placement Coordinator to begin in Year 4.

A second change as a result of the MTE was the incorporation of an Excel component into the ACLOM course. This was designed by the PO staff who ran a pilot course for members of the Past Student Association in the 3<sup>rd</sup> quarter. The Excel module was added to the course from Group 6 onwards.

The BAC model has not been developed as originally designed. Instead, the PO has built relationships with employers where learners have been placed. The new Job Placement Coordinator will work on this area next year.

The relationship between the PO and SMOIP is very strong. Three staff members were able to travel to the US to attend the Innovations in Training Workshop: the PO Director, the Training Coordinator and the GIV Provincial Representative.

### *Sri Lanka*

During Year 3, three more training centers were added into GIV project: Dungalpitiya, Kandy and Palliyawatta. The GIV is now operating in five Salesian training centers across the country. The addition of these centers will ensure that targets are met by EOP. For the time being, girls are all enrolled in the Diploma in Information Technology (DIT) course. However, in Year 4 the focus will be on expanding to other technical training areas.



**Figure 6: DIT students in Negombo.**

Sri Lanka has made amazing progress since the MTE and the Innovations in Training Workshop. The MTE projections indicated that Sri Lanka would only attain about half of the EOP targets for student enrollment, certification and employment. The PO and training site staff clearly took the observations and recommendations of the MTE into account, demonstrated an open-minded attitude toward change and dedicated time and effort to the many

tasks at hand. New projections for the targets were developed in a participatory exercise with PO staff during the GIV Program Director's visit at the end of the year. These projections included the three new sites and it now seems likely that Sri Lanka will exceed both the final enrollment (310 vs. 300) and certification (267 vs. 200) targets.

Salesian Missions in Sri Lanka became an independent body (from Chennai Administration in India) and was proclaimed a Vice Province effective 15 August 2004. Fr. Pinto, the new Vice Provincial Delegate (head of the Salesians in Sr. Lanka) is extremely supportive of the GIV and the Salesians now possess confidence in being able to sustain this project beyond the EOP.

Specific outputs in Sri Lanka included:

#### Project Office

- Contract of several consultants to assist the PO in strengthening institutional capacity development, specifically in administrative and management systems, gender training, information technology, labor market survey, life skills training, monitoring and evaluation.
- Completion of the Work Plan for Year 4.
- Development of an Administrative Manual and Personnel Procedures outlining rules and regulations that must be adhered to in offices and how the employer-employee relationship should be maintained. The document was developed in a participatory manner with PO staff and training center Directors. This document will be distributed in Year 4.
- Development of an Organizational Chart specifying lines of authority and reporting procedures.
- Development of specific job descriptions for PO staff.
- Design of a 5-year Strategic Plan initiated.
- Improvement in internal and external communication with other centers. Weekly meetings with Project Office staff were held by the Project Director, followed by monthly meetings with Delegation staff. Council meetings with Center Heads are held to maintain external communication.
- Contact made with the Consortium of Humanitarian Agencies (CHA) and Centre for Women's Research (CENWOR) to initiate actions to build a partnership.
- Contract of a new staff member, Financial Administrator.
- Conduct of the MTE in April 2004, followed by an observation survey in October 2004.
- Conduct of IDF follow-up exercises #2 and #3.

#### Training Sites

- Completion of the computer course "Diploma in Information Technology (DIT) by the first batch of 11 girls in Negombo; of these, 9 are employed.
- Completion of the DIT course in Nochchiyagama by a total of 18 girls; of these, 13 have been employed. A total of 10 new computers and a server have been delivered to the center to strengthen the capacity for higher enrollment.
- Enrollment of 22 girls in the DIT course at in Dungalpitiya; they are expected to graduate early in Year 4.
- Enrollment and completion of the DIT course in Kandy by 5 girls.
- Initiation of a six-month computer course in Palliyawatta; 7 girls are enrolled.
- Conduct of 23 gender sensitization sessions (in Negombo, Nochchiyagama, Kandy and Dungalpitiya) with a total of 991 participants (772 males, 119 females).
- Revision of the computer syllabus for DIT. Comprised of 18 modules, the syllabus has been designed to better align with the job demands in the IT field. The new syllabus will be introduced in Year 4.

- Partnership initiated between PO and an external consultant to conduct seminars on “*How to Face an Interview*” for the final year computer students to cover the GIV centers. (The first two seminars would be conducted free of charge.) At least four seminars have been planned for the first quarter of Year 4.
- Development of M&E plan and corresponding tools.
- Distribution of 5,769 questionnaires in Negombo, Nochchiyagama, Kandy, Dungalpitiya and Palliyawatta to collect baseline data on students, vocational training courses, the training sites, tuition classes and the PPA. Approximately 1,250 completed questionnaires had been delivered to the PO by the end of Year 3. Baseline data from the questionnaires will be entered into a central database at the PO early in Year 4.
- Administration of twelve training courses to staff, as related to their job descriptions. Courses were in the following topics: project management; human resources management and administration; secretarial; accounting technician; general and business English certificates; auto CAD; management and administration; leadership training – I&II; professional certificate in English; accounting package; and network plus.
- Distribution of the GIV newsletters (in English and Sinhala) among Salesian Community members, teachers, instructors and staff, PPA members, BAC members and among students of each training center. A total of 1,963 copies (1638 in the Sinhalese language and 325 in the English Language) were distributed.

A total of 80 girls were enrolled by Year 3 at the Negombo, Nochchiyagama and Dungalpitiya centers. Of these, the number certified stands at 29, of which 28 are employed.

According to feedback received from the direct beneficiaries, the GIV project has been praised and commended by all students. They consider this as the gateway to the outside world. Even though very few graduates from the computer course are directly employed in the IT field (as Computer Operators or Data Entry Operators, for example), their computer knowledge has helped them to secure other employment as Trainee Receptionists, Computer Operator/Clerks, Accounts Assistants, English Teachers, Managers (in a Delivery Agent of Soft Drinks), Trainee Cashiers, and Pre-School Teachers. One graduate was awarded a “Women in Technology Scholarship” to attend the CISCO Networking course (also sponsored under USAID).

While there is no written commitment or formal agreement from the business community to ensure job placements in their organizations, a selected few have made inquiries requesting qualified graduates for interview. To date, 19 different businesses have employed female GIV graduates. Another benefit for all students has been new information gained as a result of the gender awareness training. Seminars on Life Skills Development have been arranged to guide them with the proper procedure for interviews. Complimentary training received from the Salesians to improve students’ English knowledge has also become an invaluable area of learning.

If it was not for the DIT course sponsored by the GIV project, the poor girls enrolled would have been deprived of their only opportunity to enhance their knowledge in the IT field. Private computer course fees are too exorbitant for them to afford and it is unlikely they would have continued their studies. The benefits they have accrued from the DIT course can be regarded as turning points in their lives. Their immediate families benefit from employment of these girls.

All five centers are now very enthusiastic to sustain the project and recruit girls for the course without any hesitation.

In Year 3, the labor market research that was so problematic in Year 2 was started anew. An individual consultant was hired rather a private market research firm. The consultant pulled together a team of university researchers and sent them out into the field. The work began in Year 3 and will be complete by the first half of Year 4. Work was divided into four phases:

**Phase 1** – Conduct of a content analysis of national newspaper advertisements in English and Sinhala.

**Phase 2** –Field work. First the Center director and instructors at the Nochchiyagama training center were interviewed, followed by field work in business enterprises in districts of Anuradhapura and Kurunegala (enterprises that are considered as potential employers).

**Phase 3** –Field work. This covered the Negombo training center, where all the staff were interviewed to obtain their view points. Interviews were then conducted with business enterprises in Colombo and Gampaha districts.

**Phase 4** –Field work. The Center Head and instructors at the Kandy training center were interviewed, along with a sampling of employers in Kandy, Matale and Nuwera-Eliya districts.

Another problem that arose in Year 3 was that the computer syllabus as originally designed was not aligned to current job market availability. This was addressed by revising the computer syllabus to suit the current job market in the IT field.

Because of the social and cultural situations, most girls are rather reluctant to venture into other training courses such as Motor Mechanics, Carpentry, Electric, Electronics, etc. More gender awareness programs are planned for Year 4 with stakeholders, with the goal that direct and indirect beneficiaries will, in the long run, change these attitudes.

Academic skills gained in the computer field alone are not sufficient for finding a job. Other problems, such as a little knowledge on how to prepare for a job interview, have surfaced. A seminar on skills development has been scheduled at all of the training sites to prepare the students. Also, the majority of girls who enroll continue to lack proficiency in English. This is a problem because the courses are taught in English. To address this problem, a crash course of English lessons is given in parallel with the DIT course. Lack of experience in an office environment, knowledge of official procedures, and telephone etiquette are additional concerns. Arrangements are being made with some business enterprises to allow computer students to do internships (to study how office works is done, how telephones are answered, and observe other activities in the office and write a small report). Exposure in this way will ensure their adaptability to new environments.

In keeping with the selection criteria, girls enrolled to the DIT course come from lower or lower-middle class families. Their main objective is to find employment after the course. Yet, when jobs are found for them in Colombo or in immediate suburban towns of the city, they are

reluctant or refuse to accept employment on grounds of distance and being away from home. (In some cases, the mother has gone abroad to work and the daughter is left in the house to look after her siblings). There are instances where girls change working places on their own (without informing the PO), which makes monitoring difficult. Reasons for moving from place to place are not made known to PO staff. There are still a few cases of students leaving the work place for early marriages. These situations have become difficult problems to tackle. PO staff are trying to provide guidance to the girls before placing them in jobs and advising them to try to stay to establish themselves at their jobs and to continue working even if they get married.

For some graduates who are employed, there are still cases of harassment in the work place. In one instance, a girl was ordered to handle the liquor section of the company, much against her will. The Project Office and Center Head requested the girl resign from the post. She was placed in another job. There is no foolproof method to prevent the girls from experiencing harassment in the workplace, but one way the office can help with this issue is to do more research on companies' records on harassment before deciding where to place students.

The BAC needs further improvement. After the resignation of the site coordinator in Negombo, progress slowed down. There is optimism that the situation can be improved to attract new members with recruitment of new staff.

Female graduates of the Don Bosco training centers under the GIV are commended for their behavior in general. One employer noted that "*The Don Bosco girl is very committed to her work.*" Business people who have employed graduates now inform the PO when they have vacancies available and express a willingness to employ more graduates.

The GIV project has become a paradigm for others to copy. This innovative approach to enroll girls to follow computer courses in male-dominated Salesian centers was viewed with some certain caveat. Years of progress and the positive results yielded through GIV project have changed the attitudes of critics. They now see things in their true perspective. All the training sites are now supportive to continue the program, and stakeholders are interested in sustaining the project.

There is a strong working relationship between the PO and SMOIP. The PO Director and the Center Director from Nochiyagama were able to attend the Innovations in Training Workshop in the US.

### *Zambia*

In Zambia, the Training Specialist has been conducting gender workshops and life skills training seminars. In addition, she has been encouraging the female students to write their life stories. This strategy has worked very well to bring the girls to a point where they feel comfortable talking about their backgrounds and situations. The PO has also realized that there is an opportunity to publish and sell the life stories to publicize and fundraise for the GIV program.

The project has contributed significantly to the training and professional development of staff in the Salesian School in Chingola. The introduction of the computer course has marketed the institution more than before.

Specific outputs achieved in Zambia during Year 3 included:

#### Project Office

- Contract of local M&E consultant to work with PO.
- Conduct of MTE at the PO and in Chingola.
- Distribution of a donation of textbooks to the center in Chingola.
- Distribution throughout Zambia of a donation of 12,000 pairs footwear.
- Visit to site in Lufubu by PO staff to assess the feasibility of a second GIV site.
- Conduct of IDF Follow-up #2 in January 2004.
- Design of curriculum for a catering course in Lufubu, jointly prepared by the Training Specialist and Ministry of Education, Technical and Education Training Authority (TEVETA).
- Development of life skills and gender training manuals by the Training Specialist.
- Attendance of three-week Excel course by PO Director.
- Conduct of meeting with the executive committee of the PPA by the PO. PO provided the sum of K300, 000 to help PPA revamp their activities after they cited the lack of finances as a hindrance to being active as a PPA.
- Registration of Lufubu and Chingola agriculture departments as members of FOYA Initiative Foundations, which are clubs for youth in agriculture that hold activities such as field farm visits, instruction on modern farming techniques, international HIV/AIDS workshops, entrepreneurship courses and job placement prospects. The students will gain exposure and instruction in a variety of areas in agriculture.
- Conduct of labor market research on employment opportunities in Lusaka for Chingola graduates.
- Participation by PO Director in workshop on research skills development by University of Zambia.
- Participation in an Orphans and Vulnerable Children (OVC) forum sponsored by the National AIDS Council.
- Verbal commitment of Career Prospects to assist in the hiring of graduates.
- Commitment by Microlink to hire 6 computer girls on industrial attachment.

#### Training Site

- Conduct of examinations for the first International Computer Drivers License (ICDL). A total of 22 students passed all the modules, 14 of them girls.
- Conduct of interviews for the selection of new students; 40 girls have enrolled for next year.
- Launch of BAC in Chingola in October 2003. Of the 30 people, invited only three attended.
- Graduation of 100 students from Chingola (16 were female graduates of the GIV project).
- Upgrade and refurbishing of computer room in Chingola; 21 new computers were purchased and a connection was installed to the internet.

- Conduct of a life skills course on 15 January 2004 (31 female students, 12 male students).
- Conduct of 13 Life Skills workshops, which covered the life skills manual content and communication skills in relation to employment search.
- Conduct of gender training on 14 January 2004 (attended by 29 females, 10 males); the topic was Gender and Girls.
- Placement of 10 students, including two (from bricklaying and masonry) in an industrial internship.
- Participation in a training session on counseling students by one male instructor.
- Placement in jobs of 15 out of the 16 graduates. This was due to the frantic efforts of the PO and the IT instructor in Chingola.
- Conduct of career talk in a high school to recruit girls to the program; there were 50 participants.
- Open Enrolment Day held in Chingola, where current students were asked to bring a friend. A total of 59 students participated (4 boys, 36 girls, 19 invited girls).
- Conduct of two-day workshop on “Gender and Peer Influence” (37 females, 9 males were in attendance).
- Conduct of one-day workshop on “Job Interview Preparation” by Training Specialist (37 females, 9 males were in attendance).
- Conduct of workshop on CVs by Training Specialist: 36 participants (11 male, 25 female).

The target group in this project are the youth, in particular the girls and young women that are recruited and consequently enrolled at the Chingola Youth centre. The GIV graduates, in particular the girls, have come out of the program independent and part of the working class. This is a very positive effect of the project.



**Figure 7: Graduates and GIV staff in Chingola.**

The prospective/recruited students had many social problems, including a lack of transport/money to school; many did not have electricity in their homes, and many were not receiving sufficient nourishment. This was resolved by the renting of the GIV house. The girls who had many social problems and were lacking progress in their academic work would usually end up dropping out of the program due to the difficulties. These girls were encouraged to live together in a system of a boarding house.

They showed a lot of interest and after staying there for some time, the girls improved in their academic performance. This can be seen by the results of their ICDL, as all the girls passed.

In addition, the GIV students graduate from the IT program with an ICDL accreditation, and are looked upon favorably by employers. This accreditation is internationally-recognized and ranked, enabling the students to work anywhere.

Regarding problems encountered in the project, at the beginning of the year, the BAC launch was held and the GIV project was introduced to several businesses. Attendance was very low and follow-ups were made with all the businesses that attended. The general outcome of the meeting was that the businesses did not have time to spare to attend functions such as ours. Most of them were struggling to keep their businesses afloat in the midst of an economic crisis.

The need to increase female enrollment was the first problem encountered this year. It was resolved by visits to the communities where potential students lived. The Open Enrolment Day was held at the Don Bosco Centre and about 20 potential students showed interest.

The MTE report showed a clear lack of cooperation by some of the Salesians in Chingola. As a result of the evaluation results, the Provincial Council made changes in the staff at the project site in Chingola, including the school principal.

Fundraising, submission and acceptance of proposals in favor of GIV have been big issues. The PO has written a number of projects which were rejected and did not go beyond the Provincial Council as long as they are in support of the GIV. This issue has not been resolved and raising the target fundraising amounts towards sustainability seems very unlikely.

The problem of obtaining a transport vehicle for the PO was presented to Br. Emile Dube in Washington during his visit to the Innovations in Training Workshop in August. Br. Emile offered to donate two vehicles to Zambia. Funds were sent, the vehicles were purchased and they are awaiting clearance at the border. Hence this problem will be resolved as soon as the vehicles arrive.

The courses offered in Chingola are two years in length and this cannot be altered. This will have an effect on meeting the target numbers of trained and 200 employed young women. As much as the PO is working at increasing the number of girls enrolled, it has received a lot of resistance from the center's administration, as they claim the school is for the boys. The PO only has a say in the computer course, but even then this class is limited due to the number of computers available.

It has been difficult to support the PPA. The PO has pushed them to work but they have not been responsive and are disorganized. The BAC has had poor attendance. Only two businessmen showed up for the first meeting and many cite a lack of time as a reason for failing to attend meetings.

The GIV has continued to make an impression on local institutions like TEVETA and FAWEZA. In addition, they have made new contacts with other NGOs (i.e., Career Prospects, FOYA and Safe World for the Youth). They have received several invitations to attend functions and meetings organized by these institutions. The community in Chingola continues to be impressed by the increase in the number of girls at the center.

One unintended effect is that the interaction between the females and males at the Center has greatly improved. There is more respect for the girls from the boys and vice versa. This is a positive change.

The girls continue to perform better than the boys. They seem to be more focused on their courses and see the training as an opening to a better future with a career. Previously, this was not the case. The female students used to see the center as a place to find future suitors. This is a new trend and a positive one.

The Salesian center has received training materials such as new computers, renovations to the computer room and the installation of air-conditioning. These are unintended benefits that will go a long way in the life of the training center.

The training center has received a lot of recognition due to the introduction of the computer course. The performance of the graduating girls in the workplace has equally given an upgrade to the institution. The employers are now able to see quality skills in the Don Bosco graduates. This is a positive effect because previously graduates would leave the center and enter the workplace at whatever level without regard to the trade they had acquired. For example, there are four boys who trained as bricklayers and now work as security guards with very low pay. There are also three girls who completed tailoring three to four years ago and have not worked since.

The computer room is being used for an evening commercial class. This is an unintended benefit to the center. The money raised here can offset minor maintenance works and other costs. For instance, the fees from a previous evening class were used to enforce security bars around the computer room. Also, earphones were bought for each student to use during self-tutoring lessons.

Another unintended effect has been the 'life stories' initiative that has changed the girls' lives and has given them power to forge into the future. The girls have learned to leave their negative experiences behind them and look at their future positively. The other effect of this initiative is that it will turn into a means of fundraising, as they will be publishing and selling the life stories.

The period of training for the computer class has been reduced to six months in order to double the number of registrants, specifically the number of girl trainees. In addition, the tailoring course has now been included in the GIV since there is now a push by the government of Zambia to invest again in the textile industry. This should help in increasing the numbers.

The PO continues to receive significant support from SMOIP through e-mail correspondence and annual visits by the Program Director. The PO Director and the Salesian Provincial Economist were able to attend the Innovations in Training Workshop in the US.

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

Activity at SMOIP during Year 3 focused on the MTE and the Innovations in Training meeting. Two external consultants were contracted and worked with the GIV staff in collaboration with SMOIP staff on the evaluation design. The evaluation was conducted over a five-month period, with SMOIP being the last site evaluated. The Program Director traveled to four of the five sites prior to the evaluation team to ensure that the process was understood by all at the PO and at the training sites and the process went smoothly. She traveled to Sri Lanka with the team to assist in logistics and manage the process given the staff changes at the PO in the past. She will no longer need to travel to Sri Lanka twice a year since PO efforts have improved dramatically since the MTE. Activities there are on now target and running smoothly.

The second GIV newsletter was distributed to project sites, USAID Missions and other NGOs. (A copy is located in the attachments.) In addition, the newsletter was developed into an article for the Salesian, the bi-annual magazine published out of Salesian Missions in New York. The Summer/Fall 2004 issue focused on work being done with marginalized and poor girls and young women. This magazine has a circulation of 1 million; 750,000 copies in English and 350,000 in Spanish were mailed. As a result, a few e-mails were received requesting materials about the GIV project. We responded that materials would be available once they were finalized. The article was also sent to the Agenzia Internazionale Salesiana de Informazione (ANS) in Rome for posting. ANS is the global Salesian on-line news service.

The planned best practices handbook is on schedule and will be completed by the EOP. SMOIP has already started to work with the five sites to document their lessons learned and best practices for inclusion in this document.

The IDF follow up #1 and #2 exercises were conducted. The IDF had previously only been conducted on a yearly basis. However, the MTE results strongly urged that it be conducted twice a year, as it is in the field. We are responding to this recommendation and revising the schedule.

SMOIP achieved mid-term goals at the follow-up #2 exercise. We have achieved the sustainability stage for the management body structure and mission statement components and the expansion and consolidation stage for 44.5% of the remaining components.

The Innovations in Training Workshop was a success. Bro. Emile Dube, head of Salesian Missions, was able to spend two of the five days at the meeting and gain first-hand knowledge of the work being done under the GIV by Salesians. As well, Ajit Joshi, our Program Officer at USAID, was able to spend three days with the group. This exchange was priceless for both the sub-grantees and Ajit. Participants were able to tout their success stories and vent their frustrations as well learn from their peers and work together on strategies for sustainability beyond the EOP.

SMOIP continued to have staff turnover. The GIV Program Specialist was on leave for one month and was unable to attend the Innovations meeting. Other SMOIP staff did attend the

workshop and this was beneficial. The Financial Officer conducted a session on proper reporting, interest payment and other requirements under the grant. However, soon after the meeting he resigned and a temporary financial staffer was hired. This issue should be resolved early in Year 4.

By the MTE, we had reached our EOP goal for fundraising. However, a more focused effort on private sector fundraising is needed, as well as a detailed fundraising plan. A consultant was hired to assist in content development of an HIV/AIDS prevention proposal.

Salesian Missions Excess Property maintains a good relationship with World Vision and has been one of World Vision's 15 partners for Excess Property. Salesian Missions was selected out of 90 programs to represent programs in Excess Property for the Denton Program.

The SMOIP Director and a SMOIP Project Officer attended the USDA Conference in Kansas City where USDA officials requested the SMOIP Director to conduct a presentation. A SMOIP Project Officer attended an invitation-only workshop conducted by the American Soybean Association.

The GIV Project Director and Program Specialist attended a three-day basic training in Access. GIV staff also attended and networked at various PVO meetings, including one at AED, on issues dealing with women and development.

As mentioned earlier, we are dropping the indicator under Objective #2 regarding a listserve due to the fact that it is no longer a useful or cost-effective activity. The new planning matrix for SMOIP is attached.

## VI. Financial Report

For the most part, spending is back on track for all sites and SMOIP, as demonstrated below.

	Planned Budget to Year 3	Planned Match to Year 3	Expenditures as of September '04		Percentage of Planned Budget thru Year 3 Expended	
			USAID	Salesian Match	USAID	Salesian Match
<b>Bolivia</b>	250,959	203,706	171,837	85,154	86.5	32
<b>Honduras</b>	209,871	187,448	168,047	280,090	80	150
<b>South Africa</b>	247,355	257,807	216,538	9,891	87.5	4
<b>Sri Lanka</b>	217,111	194,401	129,699	181,224	59.7	93
<b>Zambia</b>	220,710	221,353	162,958	48,649	73.8	22
<b>SMOIP</b>	620,440	903,776	465,610	378,120	78	42

While not all sites are on target with the match, their fundraising efforts make up for this. All sites have done well in their fundraising efforts; some have even surpassed the goal of raising \$800,000 by the EOP.

Fundraising Projects	Total \$ Raised Yr. 1+ Yr. 2	Yr. 3 Projects Submitted	# submitted in support of GIV	*Yr. 3 Projects Funded	# funded in support of GIV	Cumulative funds raised through Yr. 3 (\$)
<b>SMOIP</b>	\$15,776,067	130	7	9	0	\$21,133,448
<b>Bolivia</b>	\$4,321,231.20	21	3	15	0	\$5,772,174.97
<b>Honduras</b>	\$92,574.50	9	5	12	6	\$892,539.12
<b>RSA</b>	\$143,149.90	18	9	4	2	\$226,470.20
<b>Zambia</b>	\$155,661	18	3	16	1	\$304,702
<b>Sri Lanka</b>	\$261,683.99	18	6	6	1	\$294,538

\*Projects funded in Year 3 may have been submitted in Year 3 or in prior years.

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

### *Bolivia*

With the IDF exercise, OFPROBOL has been able to evaluate itself and develop institutionally. The IDF has allowed the office to incorporate an objective view of the actual state of their planning and trying to achieve goals is empowering. The utility of this tool has encouraged OFPROBOL to use it in the Salesian schools in Cochabamba and El Alto as well.

All of the training classes under the GIV were established with sustainability in mind. Course fees have been charged since the beginning, starting with fees covering about 38% of the actual cost. After that, fees will increase each year until they are 100% by the EOP. Below are unit costs for Year 3:

Bolivia	Course	Length	Unit Cost \$
El Alto	Industrial Mechanics	2 Years	1,294
El Alto	Auto Mechanics	2 Years	982
El Alto	Industrial Electricity	2 Years	947
El Alto	Computer Assembly and Maintenance	4 months	29
El Alto	Data Base Administration	4 months	37
CPF	Computer Operator	4 months	20
CPF	Computerized Accounting	4 months	14
ETS	Business Administration Tools	6 months	547
ETS	Computer Repair & Maintenance	6 months	107

The Business Administration Tools class has the highest unit cost because it provides training in marketing, which requires more costly materials and more instruction time.

The GIV benefits both males and females enrolled in the courses; all are monitored and receive additional training in gender awareness, life skills and job placement. During Year 3, a total of 353 students were enrolled in programs under the GIV. Of these, 54% (161) were female. A total of 159 students were certified, of these 48% (73) were women.

In Year 3, work began on establishing a group of student leaders with the objective to have a designated group of youth that could motivate a larger peer group. At CPF, 20 youth leaders (10 women and 10 men) have started to work and conduct outreach on the GIV. A group of 12 leaders (6 women and 6 men) has been formed at the ETS; they have been trained in different areas and divided up into groups to work in different areas such as identifying projects and establishing a sense of ownership between the students and the school, developing and implementing new activities and motivating and bringing forth the ideas of their classmates.

The power of leadership that these youth have is fundamental because it is an important vehicle to come up with new activities in the school and they develop into business leaders, labor leaders, and community leaders. In the past, these students passed a PPA constitution and now they have students with the blessing of the school working on site, and current students are able to meet with them

This Project would be replicable under certain conditions. Responsibility needs to be given to on-site coordinators if work is implemented at sites that are located far from the PO. Also, developing a leadership group in a formal or informal manner within the school is a key to success. The important thing is to generate leadership among members of the target groups. A Train-the-Trainer program with a core group of instructors is important in areas such as gender awareness and life skills, as is training in M&E. Training should not be centralized in one person. The BAC and PPA structure can be adapted by other technical training sites and has already been incorporated into new proposals. Finally, the active participation of students as decision-makers and not just beneficiaries must be considered.

### *Honduras*

The experience of Year 3 of the GIV Project provides a number of lessons learned. Integrating young women in the non-traditional training programs has been a slow process, since it entails a shift in knowledge, attitudes and practices of not only the Salesians but the instructors, business community, parents and the students as well.

Even though students enroll at the CCSJB with at least a 6<sup>th</sup> grade diploma, many of them are not academically prepared for the computer training program. Therefore, the Spanish and math reinforcement program continues for all computer training students and in Year 3 it was expanded to include students in the industrial mechanics and carpentry programs.

Creating an office for Guidance and Counseling has been effective in providing support to students with acute family problems (e.g., abuse) and to students with self-esteem and confidence concerns about their internships.

Training youth with low levels of educational achievement requires designing a Life Skills package that integrates all aspects of personal human development. The Life Skills training was integrated into the curriculum of two computer courses; the priority for Year 4 is to integrate them into the other technical training courses.

Having to meet the national certification requirements for each technical course and having graduates certified by these national bodies not only guarantees the quality of the courses offered by the Center, but provides graduates with a competitive advantage in the labor market.

No course fees are charged to students. Tuition and transportation costs are covered by a variety of fundraising activities. Unit costs for each course are listed below:

Unit Costs - Honduras	Length	\$
CISCO Networking	2 Years	720
IT	2 Years	630
Auto Mechanics	2 Years	680
Carpentry	2 Years	535
Industrial Mechanics	2 Years	620
Upholstery	2 Years	320
Welding	2 Years	710

There are additional costs to subsidize student meals.

The participation and interaction between former and current students provides a level of encouragement and support needed by current students to reduce their uncertainty regarding their future in the job market.

Given the poor economic status and limited resources of the beneficiary population, it is important to provide as much individualized attention as possible to each student. The encouragement provided by this support system provides beneficiaries with a new point of reference as they face the challenges of securing employment.

A multi-component strategy is needed for placing graduates into the work force. The job placement strategy in Honduras begins with building a directory of businesses in the community and a database of the students and their skills. This is followed by establishing a relationship with each of the businesses and continual polling to identify vacancies, as well as identifying students to be placed in these vacancies. For this strategy to work, it has been important to link the BAC with the PPA.

The institutionalization of the Supervised Internship Program as well as the development of the Entering the Workforce Training Module and the development of the directory of the business community has contributed to the placement of graduates in jobs with advancement potential.

Job placement is a complex process, particularly since there is little formal economic growth in the country. Given this situation, training courses now require for graduation that each student intern with established businesses so they can understand the reality of the job place and so employers can see first-hand the skills of female graduates in these technical training areas dominated by men in the past. Also, employers will become familiar with the training provided by the Center and view it as a resource for their labor needs.

While the open house conducted this year was considered a success, the process was not documented to assist with future events of this kind. This was a hard lesson learned.

### *South Africa*

One of the lessons learned for RSA has been the need to increase their fundraising activities and make a concerted effort to raise more matching funds during the next two years. While a small monthly income is anticipated once the Life Choices Program starts running (scheduled for a five year period from 2005 to 2009), it is not enough to sustain the PO after the EOP.

The continual strength of the Rand has resulted in an increase in the unit cost in dollars as demonstrated below:

Life Skills/ALCOM	\$1 = Rand	Unit Cost \$
Group 5	6.68	381
Group 6	6.91	392
Group 7	6.40	430
Group 8	5.63	486

There is a need to find alternative premises in order to expand training activities. This should also provide a better hook for fundraising, because additional technical skills training for women should result in greater interest from donors.

Next year the PO will not directly sponsor learnerships – all learners complete their learnership contracts at the end of December 2004 – which means that there should be more resources (time, space, funds) available and staff can then focus on fundraising and job placements. The Job Placement Coordinator will have found her feet by the end of December and can start producing results in Year 4.

There is great potential for replication of the program at other Salesian sites in the province (including Lesotho and Swaziland). The YES project is generic and covers a wide range of modules that is applicable to any job skills training program. It is flexible and can be adjusted to accommodate the needs of a particular community. Students appeared to be more interested in the hard skills (computer literacy) than in the Life Skills, although one could observe the positive effect of the Life Skills.

### *Sri Lanka*

One lesson learned was to improve the computer courses to better reflect the current labor market. Almost all the students who complete the current DIT course are not directly employed in the IT field in recognized positions. They were either employed as Computer Operator/Clerks or Data Entry Operators. To change this situation, the revised DIT course with 18 modules was designed. This syllabus is planned to be implemented in January 2005.

Labor market research has been a long-felt need to determine employment trends in the current labor market and the center could adjust their courses to better align with the requirement of business enterprises. This has been addressed by the ongoing Labor Market Survey sponsored by the GIV project.

Another lesson learned was that the English proficiency of trainees was poor. As a result, intensive training courses are being conducted in Negombo, Dungalpitiya, Nochchiyagama, Kandy and Palliyawatta. In Negombo, English lessons are conducted one month prior to the computer course. In other centers, it was conducted in parallel with the computer courses.

Leadership skills are often demonstrated by male past pupils in their meetings. They show the capabilities to act and take decisions independently when handling the meeting and holding positions such as President, Secretary and Treasurer, etc. However, these leadership skills in the female students are not impressive. They suffer inhibition in the presence of over numbered male counterparts. Seminars on Skill Development are planned to encourage them to develop these skills.

Unit costs for the DIT in Year 3 are listed below, by training site.

<b>Sri Lanka</b>	<b>Course</b>	<b>Length</b>	<b>Unit Cost</b>
Dungalpitiya	DIT	1 year	\$245
Nochchiyagama	DIT	1 year	\$215
Palliyawatta	DIT	1 year	\$220
Kandy	DIT	1 year	\$203
Negombo	DIT	1 year	\$278

### *Zambia*

This project does not appear to be sustainable at this point. Fundraising efforts in favor of the GIV have received very little support from the Provincial Council (PC). None of project proposals developed by the PO staff have been approved by the PC at this point; without that approval, they cannot be sent on to donors. There is a possibility that some may be approved in Year 4 when a new Provincial and Council members are named.

Despite some obstacles, the GIV has continued to make an impression on local institutions like TEVETA and FAWEZA. In addition, they have made new contacts with other NGOs (i.e., Career Prospects, FOYA and Safe World for the Youth). They have networked with Kara Counseling, UNI Agency, Kamanga Orphanage, FHI, and Family Support Unit UTH.

Unit costs for Year 3 are listed below.

<b>Zambia</b>	<b>Length</b>	<b>Unit Cost</b>
Agricultural Technology	2 Years	365
IT	1 year	445
Masonry	2 Years	445
Metal Fabrication	2 Years	423
Tailoring	2 Years	298

## *SMOIP*

Lessons learned this year were that field sites continued to need not only technical assistance, but assistance in basic project administration as well. Staff at the sites required additional assistance in clearly understanding such things as how to determine unit costs and how to develop cost projections based on activities. The larger lesson here is to spend as much time at implementation on administrative and not just technical aspects of a program.

The MTE report took longer than anticipated, as the two consultants hired had very different reporting and writing styles. The final evaluation will be designed to have a lead writer to avoid confusion.

Bringing some PO staff from the sites to the Innovations in Training Workshop was a beneficial exercise. It provided an opportunity for sites to assess each others' progress since the DIP meeting and share lessons learned. Budget limitations did not allow for all key PO staff to attend; discussions would have been further enhanced if Trainers or Job Placement Coordinators were able to attend.

It is possible to shift attitudes regarding the inclusion of female students in technical courses, but it requires a lot of gender awareness and sensitization training, outreach efforts and experience over time as female enrollments continue. While some resistance still exists among different groups, we are confident that attitudes will continue to change.

## **ATTACHMENTS**

Annual Report Year Three  
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 #2
3. Innovations in Training Workshop Agenda
4. SMOIP Revised Planning Matrix

## AGENDA

### Salesian Missions, Office for International Programs

### Girls in the Vanguard Matching Grant

### *Innovations in Technical Education for Young Women and Girls Workshop*

**August 4-10, 2004**

**Conference Room, The Virginian Suites**

#### **Wednesday, August 4**

8:30- 8:45am

Welcome

Bro. Emile Dube, sdb, Executive Director, Salesian  
Missions

8:45-9:00 am

Introduction of Participants

Mary Ellen Duke, GIV Program Director

9:00-9:30 am

Review of Agenda, Logistics

Mary Ellen Duke

Danielle Roziwski

9:30-12:00pm

South Africa Presentation

**AM Break**

12:00-1:30pm

Lunch -

1:30pm -2:00pm

Discussion on Reporting

Quarterly Reports, Annual Reports: review of AID  
requirements, vocabulary, deadlines, publications, etc.

Mary Ellen Duke, Dani Roziwski, Gladys Matandiko

2:00-4:00pm

Results of Midterm Evaluation and Implications through  
the EOP and final evaluation.

Dani Roziwski

**PM Break**

**Salesian Missions, Office for International Programs  
Girls in the Vanguard Matching Grant**

***Innovations in Technical Education for Young Women and Girls Workshop***

**Thursday, August 5**

8:30-9:00am	Review of Previous Day and discussion of pending items. Review of days' agenda.	
9:00-11:30am	Zambia presentation	<b>AM Break</b>
11:30 am – 1:00pm	Lunch – on your own	
1:00-2:00pm	Discussion: Training Models for Gender/Life Skills Gender Training of Trainers - Bolivia Model Life Skills - Zambia Model	
2:00-3:00pm	Discussion: Partners and How to Utilize Them Honduras Model Zambia Model	<b>PM Break</b>
3:00 – 4:00 pm	Discussion: PPA Models and Making them Work Starting from Scratch - South Africa Model Integrating the Old Boys' Association- Sri Lankan Model	

**Friday, August 6**

8:30-9:00am	Review of Previous Day and discussion of pending items. Review of days' agenda.	
9:00-11:30am	Bolivia presentation	<b>AM break</b>
11:30am – 1:00pm	Lunch – on your own	
1:00-2:00pm	Discussion: Building a BAC Honduras Model Bolivia Model	

**Salesian Missions, Office for International Programs  
Girls in the Vanguard Matching Grant**

*Innovations in Technical Education for Young Women and Girls Workshop*

**Friday, August 6**

*Innovations in Technical Education for Young Women and Girls Workshop*

2:00 – 3:00pm	Discussion: Job Placement Strategies
3:00 – 4:00pm	Discussion on Financial Requirements <b>PM Break</b> Mark Wales Mary Ellen Duke Peter Reitz

**Monday, August 9**

8:30-9:00am	Review of Previous Day and discussion of pending items. Review of days' agenda.
9:00-11:30am	Honduras presentation <b>AM Break</b>
11:30 – 1:00pm	Lunch – on your own
1:00p- 2:30pm	Discussion: Work Plan and Budget, the Missing Link Bolivia Model South Africa Model <b>PM break</b>
2:30pm-4:00pm	Discussion: Project Office and Sustainability beyond EOP

**Salesian Missions, Office for International Programs  
Girls in the Vanguard Matching Grant**

***Innovations in Technical Education for Young Women and Girls Workshop***

**Tuesday, August 10**

8:30-9:00am	Review of Previous Day and discussion of pending items. Review of days' agenda.
9:00-11:30am	Sri Lanka presentation <b>AM Break</b>
11:30 – 1:00pm	Lunch – on your own
1:00-2:30pm	Project Management Models Strategic Planning for the Salesian Community: Honduras Consultants: Bolivia PO staff assessment: South Africa/Bolivia Evaluating student practicum: Honduras <b>PM Break</b>
2:30pm-4:00pm	Pending Items Adjourn

**Girls in the Vanguard Matching Grant**  
**Newsletter # 2**  
**Summer 2004**

***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.

***GIV Highlights:***

In early August, the GIV held its "Innovations in Girls Technical Education" workshop in Arlington, Virginia. Representatives from all five participating country-programs attended, as did staff from SM/OIP and USAID/Washington. Bro. Emile Dube, Executive Director of Salesian Missions, provided the welcome address at the five-day workshop. Representatives from each country had an opportunity to demonstrate their progress to date, challenges and how they were met, lessons learned and best practices. A session was also conducted on the results of the midterm evaluation (MTE) and in-depth discussions covered topics such as gender awareness and life skills training, job placement strategies, how to collaborate and strengthen relationships with the Business Advisory Council and Past Pupils Association, fundraising, monitoring and evaluation and Project Office sustainability beyond the GIV. Key accomplishments included:

The participatory approach used across all activities in **Bolivia** has proven to be quite successful. Performance-based annual work plans that include, among other things, areas such as training, monitoring and evaluation (M&E) and fundraising are first developed at the project or school level and then refined at the Project Office. The Project Office staff spends a considerable amount of time at Salesian field sites conducting training and obtaining

input in the above mentioned areas. As a result of this investment of time, field staff can fully understand project and donor requirements and respond appropriately when required. As well, Project Office staff is given the opportunity to truly understand the needs of the Salesian communities as well as those of the beneficiaries. This strategy is one of ownership and empowerment, contributes to sustainability beyond the GIV and is a win-win situation for all involved. In addition, M&E tools have been developed to monitor the efficiency of the BAC and PPA, a legal affairs advisor on staff provides input into new and current projects to assure government compliance and a partnership has been developed with a local university to develop a framework for evaluating the training process. While only at mid-term, over USD \$4 million has been raised in new projects.

In **Honduras**, a strong and lasting partnership with the BAC has been developed. The BAC is committed not only to the GIV project, but to the Don Bosco Training Center as a whole. Their involvement is not simply a financial one; they provide opportunities for internship placements for graduating students, donate materials for the workshops and bring students to their place-of-business on field trips. They recently worked together with students and instructors to plan and sponsor an open house that introduced the Center and its service to the business community at large. This has become an annual event that is now promoted nation wide. A full-time job placement coordinator serves as a liaison between the BAC and the Projects Office, Center and students. In addition, students are now involved in the recruitment to enroll more girls into the non-traditional training fields and a School for Parents has been developed in partnership with a local NGO to train and support parents of current students in a variety of areas. Also, a household socio-economic study of the students was conducted that provided useful data for fundraising. Girls have started their own football team and are working together with the boys to come up with innovative ways to raise funds for extra-curricular activities.

The Projects Office in **South Africa** is now a registered Public Benefits Organization (PBO). This is one more step toward achieving sustainability, as very few organizations have been able to obtain this status. Now, donations to the Project Office are tax-exempt within South Africa. Enrollment continues to grow in the YES (Youth, Employment and Skills) Program and the number of graduates has increased to 133, with 51 placed in jobs and 35 placed in government-sponsored learnerships. Despite the high unemployment rate in South Africa, the training program continues to enable graduates to become economically active. The Projects Office has built a strong relationship with the Services SETA (Sector Education Training Authority) in this new program to provide on-the-job experience to recently trained individuals. In addition, The YES Program has been designated as a certified training program for the unemployed by the government of South Africa. Projects Office staff are also in the process of becoming certified skills providers (trainers) and a full-time job placement coordinator will soon be aboard to develop and implement a targeted job-placement strategy.

The Diploma in Information Technology (DIT) course developed in **Sri Lanka** during Year 1 of the GIV has since been revised and updated with the input of Centre directors, instructors, current students, graduates and the business community. The enhanced DIT course will be implemented in 2005 and include a teacher-training component. Students also receive intensive English-language training to complement the DIT course. A labor market study is now underway to determine new training possibilities. Also, a series of gender awareness trainings has been conducted at the training sites and at the Project Office. Project Office staff have also received training in monitoring and evaluation and organizational development. In order to be legally recognized as a non-profit and charitable organization, the Project Office has applied to the government for Charity Status.

In **Zambia**, Project Office staff attended an African education conference and shared their experiences and learned from others. The adaptation of an instrument called “Life Stories” has proven to be a powerful tool for the GIV. The tool is a series of exercises conducted over a two-month period with girls and young women. It allows them to not only tell their story to others, but develop confidence and improve self-esteem as well as build a support system. The gender awareness and life-skills trainings have not only had an impact on all students at the training site, but on the instructors as well. Many have stated they put their new skills to work at home and within their communities. Instructors are committed to the GIV and to taking an active role in promoting the program among students, parents and the community. To date, 12 instructors have had their qualifications upgraded. The program hopes to expand to a second site later this year.

The focus and challenge now for all participating country-programs is to boost enrollment in the non-traditional areas, increase the number of job placements and achieve sustainability.

***For more information on the GIV program, contact Mary Ellen Duke, the GIV Program Director, at [meduke@salesianmissions.org](mailto:meduke@salesianmissions.org) or Julie Novick, Program Specialist, at [julien@salesianmissions.org](mailto:julien@salesianmissions.org)***

#### B4. Planning Matrix – SMOIP – Revised 9/04

Program Goal: Leadership in girls' and young women's programming provided							
Objective	Indicators	Org. Dev.	Svc. Delivery	Partner.	Sustain.	Targets	Activities
1. Technical capacity for supporting programs for girls and young women strengthened.	<p>Score on Institutional Development Framework adapted for the Arlington Office (IDF-GIV Arlington)<sup>2</sup></p> <p>Number of Salesian Missions using information from Best Practices Handbook<sup>3</sup> and GIV Newsletter<sup>4</sup></p> <p>Number of country requests for technical assistance for developing training programs for women that are responded to in a timely and effective way<sup>5</sup></p>	X			X	<p>&gt;By Midterm, 60% of the IDF-GIV Arlington resource components obtain an average score of 3 and the remaining 40% obtain an average score of 2.</p> <p>&gt;By EOP meet criteria for <i>high performance</i><sup>6</sup> on IDF-GIV Arlington.</p> <p>&gt;By end of Year 2, Salesian Missions in developing countries receive copy of quarterly GIV Newsletter.</p> <p>&gt;By end of Year 4, Salesian Missions in developing countries receive copy of Best Practices Handbook</p> <p>&gt;By EOP, 10% of recipients of newsletter and handbook begin training programs for girls and young women.</p> <p>SM/Arlington responds to 10 requests for technical support and/or training regarding programs for girls and young women</p>	<ul style="list-style-type: none"> <li>▪ Conduct baseline assessment.</li> <li>▪ Conduct staff training needs assessment and strategic plan in areas including but not limited to: project management and fund raising, monitoring and evaluation, staff professional development</li> <li>▪ Develop and implement monitoring and evaluation system</li> <li>▪ Develop and disseminate GIV Newsletter</li> <li>▪ Develop and disseminate Best Practices Handbook</li> <li>▪ Survey recipients of Newsletter and Handbook to ascertain the extent to which information received is utilized for beginning programs that include girls and young women.</li> </ul>

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

<sup>3</sup> Best Practices Handbook: A compilation of GIV best practices for supporting girls' and young women's technical training programs and employment opportunities.

<sup>4</sup> Vanguard Newsletter: Key activities of GIV field sites and Arlington office highlighted.

<sup>5</sup> *Timely responses* are initial contact responses by phone, e-mail, fax, or post that are made within one week of request for support. *Effective responses* are responses that, within budget constraints, successfully meet the needs of the field with respect to girls' and young women's programs.

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

<sup>6</sup> Criteria for *high performance*: 60% of the IDF-GIV Arlington resource components obtain an average score of 4 and the remaining 40% obtain an average score of 3.

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