CAPACITY BUILDING FOR REDUCING SCHOOL DESERTION IN PUBLIC SCHOOLS

Schools for Change

by

FUNDACION COMPROMISO
SUMMARY OF THE PROPOSAL

Diagnosis
School desertion is one of the most important problems affecting the Argentine education system. This problem is even more severe in the populations living in poor conditions. In order to improve graduation rates for students from low-income families, there has to be a team effort that demands the participation of the government, the schools, the private sector and non-profit organizations.

Schools must work together with families, teachers, non-profit organizations, private companies and other community institutions in order to explore different solutions that attack the problem of desertion. They have the responsibility of helping parents recognize the value of education, especially in families afflicted by poverty, unemployment and unsatisfied basic needs. Schools must incorporate contents in their curricula so that these students are able to apply their knowledge in a practical way, thereby making their education relevant for their future employment. Schools must design training and capacity building opportunities and facilitate the insertion into the work world for teenagers and youth with fewer opportunities.

Summing up, public schools need to insert themselves more effectively into the community, they need to be a part of the community and not be isolated from it in order to be part of the solution of the desertion problem.

Goals And Objectives
Fundación Compromiso developed this program in order to reduce school desertion by introducing management skills to public schools. This new module of the School for Change Program aims to help schools reduce desertion by strengthening their management skills in three areas:

1. The design, elaboration, implementation and evaluation of a project intended to alleviate this problem.
2. The commitment and participation from other social actors in their community.
3. The acquisition of resources for the sustainability of the project.

Target Audience
The program’s first target comprises schools with the following characteristics:

- The school must have high levels of desertion.
- The school should have a low budget and scarce opportunities for management training.
- There should be a project leader or team committed to change as well as a group of supporting parents.
- The school must be committed to the elaboration and implementation of a project intended to reduce school desertion.

Proposed Methodology
The most important tool used in the program is the Self-Assessment and Planning Manual from the Drucker Foundation, a tool that concentrates on results and that is designed to incorporate the process of decision making and of strategic thinking in the members of the organization. This manual is based on the principles of effective management that have been successfully used by many members of the Drucker Foundation for more than fifty years in profit and non-profit organizations.

Compromiso will add modules dealing with the design and development of a social project intended to diminish school desertion. We will also incorporate an economic strengthening module that guarantees the project’s sustainability after Compromiso’s intervention. A facilitator from Fundación Compromiso guides the group through the process, working with the basic questions from the tool and the modules that are incorporated.
FULL PROPOSAL

Diagnosis
School desertion is one of the most important problems affecting the Argentine education system. This problem is even more severe in the populations living in poor conditions. In the homes that are located in the bottom 20% income level, 28% of teenagers between 15 and 18 years old have abandoned school. On the other hand, children in the same age range from homes situated in the highest 20% of income earning level have only a 4.7% rate of school abandonment.1

Although public education is guaranteed for all of the country’s population, families have varying levels of expenditures in order to send their children to school. The lack of resources for buying shoes, clothing, school materials and transportation are the most common difficulties that parents confront when sending their children to school.

Aside from the lack of money necessary to send them to school in good conditions, parents consider that, beginning from a certain age, their children are capable of working at jobs that generates additional income for the family –including helping fathers do odd jobs, begging in the street or staying at home with their siblings while their parents go to work.

The impact of repeating grades and the challenges faced just to continue in the education system are factors that drive students to abandonment. For low-income families, the economic cost of a child repeating a grade is nearly impossible to bear. Unfortunately, children from low-income families are the ones with most difficulties obtaining educational success.

An example of this is that 30% of children from low-income families have significant difficulties during primary school and 50% at the secondary level. 23% of them repeat during primary school and 38% at the secondary level. 2

Besides a deteriorated education system, the causes of school desertion are mostly economic, cultural and social issues. The variables that most affect school desertion are3:

- High unemployment level as part of a socio economic problem.
- Deterioration of the nuclear family and the need for children to stay at home looking after their siblings.
- Pressure for children to begin working at an early age.
- Early maternity.
- Inadequate responses from schools to the social factors that lead to the poor performance of students from low socio-economic backgrounds.

In order to improve graduation rates for students from low-income families, there has to be a team effort that demands the participation of the government, the schools, the private sector and non-profit organizations.

The government and non-profit organizations have implemented different programs: most of which attack poverty and consist of monthly scholarships for students in order to help them and their families buy all of the necessary items to attend school.

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1 A report from Siempro (Sistema de Información, Monitoreo y Evaluación de Programas Sociales) from 2001.
2 Clarín Newspaper, April Monday 7th. 2003.
3 Province of Buenos Aires: Implemented public policies to reduce school desertion.
Schools have the responsibility of helping parents value education, especially in families afflicted by poverty, unemployment and unsatisfied basic needs. The school needs to work so that the students in these conditions do not feel excluded from the education system, trying to understand their needs and taking into account the changes occurring in society.

An important variable for reducing school desertion is the opportunities that the school can offer for the students to find employment after finishing school. Schools must incorporate contents in their curricula so that these students are able to apply their knowledge in a practical way, thereby making their education relevant for their future employment. Schools must design training and capacity building opportunities and facilitate the insertion into the work world for teenagers and youth with fewer opportunities.

Schools need to insert themselves more effectively into the community, they need to be a part of the community and not be isolated from it. They must work together with families, teachers, non-profit organizations, private companies and other community institutions in order to explore different solutions that attack the problem of desertion.

During our four years of experience in the Schools for Change program, working during one year with 88 schools from all over the country, we have seen firsthand the impact of desertion on schools. Although the schools know that the main causes are economic, most of them recognize the important role the school must play. Many of them acknowledge that the school has to work very hard to motivate the students and their parents about the importance of finishing school and of being committed to their education. Many schools have designed and even implemented projects that attack school desertion, but they do not always have the management skills to achieve successful results with these projects.

Lack of management skills are usually related to the:

- Poor design and development of projects that are not practically applicable nor effective in solving the causes of the problem.
- The lack of a team that can start up the project.
- The inability to motivate the human resources to commit and empathize with the students' social situation.
- The inability to build a comprehensive action plan with objectives, activities, accountable people, budget and deadlines so as to put the project into practice.
- A lack of understanding about what is happening in the community: the community's problems, needs, perceptions and what they consider valuable from the school.
- A lack of strategic vision about the role the school must play in the community.

We have also detected in many schools the difficulty of interacting and working together with other organizations in order to confront the school desertion. Most of the causes for this problem have to do with a lack of leadership and strategic vision from the school.

The ideas and tools that are intended to solve school desertion are many times being hindered by old and archaic management models that impede the realization of new projects.

Poverty causes school desertion and school desertion leads to even more poverty and social exclusion. Poor families that are unable to offer educational opportunities to their children guarantee the intergenerational reproduction of poverty. When these children grow, they will be unable to access the job market, generate income, have access to health services and eventually offer educational opportunities to their children. The schools need to confront this problem with real solutions and by assuming a key role.
GENERAL PROGRAM DESCRIPTION
The Self-Assessment Program aims at helping public schools improve their performance, generate resources and get involved with their community. The Program may be adapted to the characteristics of each school and social situation of its environment so that adequate management tools may be adopted.

Training public school managers to set, as well as to achieve, their mission and goals is of utmost importance for preparing individuals with the creativity that will be necessary to face the world to come. As many argentine schools are now facing the challenge of reducing the desertion of their students, we have adapted the Self-Assessment Program to help schools attack this problem.

Compromiso has implemented the Self-Assessment Program in 88 schools form nearly all of the country’s provinces. We intend to apply this program to design and implement a program that reduces school desertion in 3 schools.

Goals And Objectives
Fundación Compromiso developed this program in order to reduce school desertion by introducing management skills to public schools. This new module of the School for Change Program aims to help these schools reduce desertion by strengthening their management skills in three areas:

1. The design, elaboration, implementation and evaluation of a project intended to alleviate this problem.
2. The commitment and participation from other social actors in their community
3. The acquisition of resources for the sustainability of the project.

In order to achieve the above goal, the objectives of this project are:

- To incorporate management tools by the members of the organization
- To train the members of the schools to clarify the project’s objective, results and activities that the school wants to conduct regarding school desertion.
- To help the school develop an action plan focused on desertion.
- To promote the creative skills of school managers.
- To help the schools identify and take into account the social problems the students’ families are going through.
- To strengthen the bonds between the schools and the community for the solution of desertion.
- To help the school elaborate a fundraising plan intended to raise money for the sustainability of the project.
- To evaluate the schools´ performance regarding the implementation of the project. To analyze the level of efficiency with regards to the resources of the organization.
- To evaluate and measure the project’s impact and results in order to correct the actions that did not work and measure the successful ones.

Target Audience
The program’s first target comprises schools with the following characteristics:

- The school must have high levels of desertion.
- The school should have a low budget and scarce opportunities for management training.
- There should be a project leader or team committed to change as well as a group of supporting parents.
- The school must be committed to the elaboration and implementation of a project intended to reduce school desertion.
Proposed Methodology
The most important tool used in the program is the Self-Assessment and Planning Manual from the Drucker Foundation, a tool that concentrates on results and that is designed to incorporate the process of decision making and of strategic thinking in the members of the organization. This manual is based on the principles of effective management that have been successfully used by many members of the Drucker Foundation for more than fifty years in profit and non-profit organizations.

Compromiso will add modules dealing with the design and development of a social project intended to diminish school desertion. We will also incorporate an economic strengthening module that guarantees the project’s sustainability after Compromiso’s intervention. A facilitator from Fundación Compromiso guides the group through the process, working with the basic questions from the tool and the modules that are incorporated.

Compromiso will identify and evaluate a number of schools with high levels of school desertion committed to solving this problem. We have already identified many of them because they participated in the Schools for Change program. Others will be contacted and evaluated so as to see if they can participate in this program. Compromiso will organize interviews with the schools’ directors in order to evaluate their commitment with developing and putting into practice a project to reduce desertion. The project must include the incorporation of other social actors from the community who will also participate in the project. Compromiso will then work during one year to accompany the school in the implementation of the project.

PROGRAM DETAIL

4. ACTIVITY DESCRIPTION
How the Schools for Change program works?

- During capacity-building working meetings, school members share and exchange opinions and ideas about the school while a facilitator from Fundación Compromiso coordinates the meetings.
- In each school, the members of the team receive the workbook and work: a) individually, reading the workbook and answering the work pages and b) on a team: sharing their individual work with the rest of the group, coordinated by the facilitator from Compromiso.
- The principal tool of the program is the version, especially adapted for schools in Argentina, of the Self-Assessment Workbook from The Peter Drucker Foundation. This tool has been designed to achieve the above-described goals, using the methodology of responding to the five important questions the school must answer.
- The workbook adaptation was done by a team of teachers and facilitators from Fundación Compromiso.
The Workbook guides the school to answer the five most important questions about its organization:

1. What is our mission?
2. Who is our customer?
3. What does the customer consider value?
4. What have been our results?
5. What is our plan?

Who gives the program?
The program is guided by a facilitator that:
- Is a professional expert in group conduction
- Guides the organizations through the self-assessment process
- Coordinates the group’s exchange of ideas
- Promotes a constructive disagreement
- Is an objective figure that helps the organization think about itself

How long does the Schools for Change program lasts?
- The program is given in an approximate time of 10 months
- The facilitator and the members of the school have four all day work meetings (some of them can last two days)
- They also have two follow up meetings and a final meeting to evaluate results

Stages of the School for Change program
Evaluation stage: the selection of the schools

This stage is divided in three sub-stages:
1. Delivery of information about the project and about the conditions for participating.
2. Compromiso organizes diagnostic visits to the schools that have demonstrated interest. During these meetings, the program is presented to the directors of the school. These meetings are key to analyzing whether the school has the adequate profile to take advantage of the program. The school must have high desertion rates and must be really committed to solving this problem. Although it is better if the school already has a project in mind or has even written the project about desertion, it is not a necessary condition to have the project because this process guides the school to the final definition of the project.
3. School selection and assignation of the scholarship

This stage is intended to last two months.
The program: The five questions

The Self Assessment program will be used to elaborate and implement a project that attacks the problem of school desertion. This process will be complemented with two other capacity building modules on:

1. The design, elaboration, implementation and evaluation of a project intended to eliminate this problem
2. Economic strengthening so as to acquire resources for the sustainability of the project

**QUESTION No. 1 – What is our mission?**

Although the definition of the school’s mission is not the principal objective of this project, schools must define their mission before starting the desertion project. We consider very necessary that the school thinks and agrees about its mission before starting to work in the project.

All of the schools have a common mission that consists of educating its students according to the framework of certain defined values in the education policy. Although the above statement is true, each school is unique and different from the rest. It is integrated in a particular community and in a certain environment, and these characteristics influence in the students’ performance, in the classrooms’ work dynamics and in the way the school teaches and offers other services.

The schools participating in this project have already detected the problem of school desertion, but that does not mean that they understand the problem from the student and its family point of view. That is why in the this first question, participants have to start with an evaluation of the environment, so as to understand, in the words of the community, which problems are afflicting the families of the students, and the rest of the community. This environmental evaluation helps them to establish contact with other institutions that can then be part of the project on desertion. The objective of this evaluation is that the school recognizes the environment in which it operates.

After this question, school members must reach an agreement on their mission and what is it that they want to achieve in their community. The mission must be defined according to the environment, must be task oriented and must help them better serve the students.

**QUESTION No. 2 – Who is our customer?**

The term customer (client in Spanish) generates all types of debates: many say that we do not have customers; we have beneficiaries, or students, but not customers. The term customer helps the organization question: who must it be serving and attending so as to obtain results? When they answer this question, they are defining their customer as someone that values the service they offer, that wants that service and that considers it important.

An adequate definition about their primary customer is crucial for the proper operation of the school, because it orients the activities of the school in terms of the students and not in terms of what the teachers consider valuable or what the education system determines. Also it sets the framework for who will they serve.

Some of the schools have defined their primary customers as:

- Students that come to school
- The families of the community
- Children from 6 to 12 who live in this community

Each one of these definitions is a different way of seeing the school and its place in the community. In the first case, the school must define actions centered on the student. In the second, the school must create an action plan based on the needs of the community’s population, positioning the school as a community leader that organizes the rest of the community without losing focus on their primary task: to educate. In the third case, the school must work not only with the students that come to school, but also with the children that have deserted or that have never come to school.

These different definitions of primary customers depend on the environment in which each school exists, and the way the school sees its role in the community.

After understanding who their primary customer is, the school will always think about them first, when designing new projects or programs they want to implement. The primary customer will be the central focus of all of the school’s actions.

**Supporting customers**

The school must recognize the groups of people that are connected to the school and that help the school achieve better results. The schools do not always realize the resources offered by their community and thus they often do not take advantage of them. When they realize that they are serving their community, they understand that many other social actors are willing to participate and help the school in its job.

In the case of school desertion, the problem is so big and caused by so many social and economic problems that the school can participate in solving only a part of the entire situation. The efforts undertaken by the school, if not coordinated or linked to the efforts of the government or non-profit organizations, are useless. That is why schools must define very well who their alliances will be regarding this project.

In this question, they will plan the way that they will build relationships with different social actors, knowing how to motivate them to collaborate and contribute to solving the school desertion problem. Throughout the program, schools “discover” the enormous potential of resources that the community can contribute, they develop ways to better communicate with it and establish bonds with new community actors.

**QUESTION No. 3 - What does the customer consider value?**

The things that the customers consider valuable are so important that no one but them must answer this question. That is why during this question, the participants must survey the students and the different groups with whom the school interacts. Members of the team will analyze the different opinions and with this information they will:

- Better understand their customers and their families
- Understand what both value from the school
- Understand their needs and expectations
- Understand what the school does that is valued by the students, their families and by other social actors
- Understand what things these groups expect to receive
This information opens new perspectives. The schools recognize new things about the points of view of their customers and they can take advantage of this knowledge to better do their job and better organize the school’s management. This information will permit them to elaborate the diagnosis of the desertion problem, before designing the project. Many schools think they know about school desertion, but after this exercise they understand that they never understood the problem from the students’ and families’ point of view.

In each school we work to:
- Identify what they want to know about their customers
- Design the survey
- Name the responsible people in charge of the survey
- Guarantee that the participants go and ask the different groups of customers about what do they consider valuable from the school

After having worked on this question and before conducting the survey, Compromiso will train the members of the school on the issue of how to design, elaborate, implement and evaluate the project on school desertion.

Module No. 1: Design and evaluation of a social project

“YOU DO NOT ONLY HAVE TO DO GOOD THINGS, YOU NEED TO DO THEM WELL: KEYS TO DESIGNING AND EVALUATING EFFECTIVE PROJECTS”

Objectives:
We expect the participants to:
- Incorporate the conceptual elements of a project’s design and evaluation stages so that the project can have a bigger impact in the community.
- Conduct a diagnosis (in relation with the question no. 3) and define the project.
- Learn how to define the central aspects to be evaluated once the project has been executed.

Methodology:
The module is structured with 3 pedagogic strategies: i) direct training; ii) follow up; iii) technical assistance

- **Direct training**: the module offers the theoretical elements needed to design and evaluate social projects.
- **Follow up**: the module proposes fieldwork that consists of the diagnosis and the definition of the basic components of the project. While the school members put into practice this work, the facilitator does follow up via email delivering advice and establishing deadlines and products to be produced.
- **Technical Assistance**: once the fieldwork has been done, the results of the diagnosis are revised.

Contents:

1. **Diagnosis**: From the strategic plan to the project design. Identification and prioritization of the problems.
2. **Plan:** Definition of the potential actions. The idea of the project. What is a project and what it is not. The parts of the project. From the objectives to the activities. Deadlines and budget.

3. **The execution of the project:** the management of the resources. Follow up of the activities. The problems executing the project. The relationships with other social actors.

4. **Evaluation:** the evaluation as a tool for decision-making. What do we need to evaluate? How to evaluate? Measurement indicators. Means of verification

**QUESTION No. 4 - What have been our results?**

The definition of the project’s results is key to orient all of the activities to the achievement of the desired outcome. The school must think for what they want to be remembered. Not only in terms of the desertion project, but also in terms of the education the school offers. Some of the results are quantitative: the number of children that attend school. Others are qualitative: designing a curriculum that offers the students technical abilities for future job opportunities. In this way the school motivates students so that they realize that education is necessary for the future.

This question focuses on:
- Defining the results the school is looking for now and in the future
- Defining qualitative and quantitative parameters so that the school can evaluate if they are close to achieving the desired results
- Measuring the effectiveness of the school, according to the resources they have
- Defining which areas or programs must be strengthened or abandoned

The concept of the results helps the schools acknowledge that the impact they want to achieve is always through organization and they are measured by the changes in lives. The results can be defined in terms of:
- The students’ competencies
- Their level of present students
- The knowledge they can absorb
- The tools that they can incorporate in their lives as an adult
- The families and the community, although they are not specifically in the schools, they demand attention.

**QUESTION No. 5 - What is our plan?**

While responding to this question, the school revises the information produced during the meetings. They analyze the different proposals and decide where they want to focus their attention. The action plan must:
- Respond to the strengths and weaknesses of each school
- Take into account the needs and identified problems from the diagnosis

The final output of this last question is the action plan for achieving the results on school desertion. The school must think how the project will transform into activities, a responsible team, deadlines and a budget.

In this question we will add the sustainability module so that the school also plans how they will match the needed funds and how this project will be sustained after Compromiso’s intervention.
Module No. 2: Sustainability of the project

The objective of this module is that the schools plan how they will raise the funds they need to match and how the project will sustain itself in the future. The school must design their strategy ahead of time to obtain the necessary resources for the project. The school members will have to study where, the financing opportunities lie, and which resources they need to pursue the different opportunities. In terms of the financing opportunities and the resources they have, they must select the most adequate development strategies for the fundraising plan. The plan will be monitored and followed up during the following meetings.

After this last training session, the school is prepared to start the project on school desertion. Before the implementation of the project, Compromiso will revise the plan developed by the school. The facilitator and the school will analyze any proposals suggested for the project.

The facilitator will work with the school to answer the 5 questions and the two modules during four meetings during three months. Each meeting lasts for two days where the facilitator works with the school team. Between each meeting, the school will have to continue their work and will have email contact with the facilitator.

Follow up meetings

Three and six months later after having finished the self-assessment process, the facilitator meets with the school so as to evaluate, together with the group, the achieved results, as well as observe the implementation state of the action plan and the impact the program has had in the school.

5. RESULTS OF THE PROJECT

Compromiso has already worked with 88 schools from different regions and realities implementing the Schools for Change Program. In Argentina, more than 1157 trained officers, teachers and parents, and more than 43,200 students that have benefited from the improvements in the institutional management of their respective schools.

The following results were obtained in an “Impact and Assessment Survey” where many of these schools were interviewed:

- 88% of the schools believe that the program has been very useful
- 72% of the planned actions were implemented
- 94% of schools agree that their members are motivated to reach new goals and objectives
- 88% of the organizations say they have incorporated positive work habits

Source: “Impact and Assessment Survey” elaborated by Mc-Kinsey
The issues that most appeared were:

- Better generation and assignment of resources
- Better way of thinking of the organization’s goals
- Better decision-making processes

The school managers acquire skills through the Program for:

- Team planning
- Spreading leadership in order to guarantee a strong commitment on behalf of team members
- Taking into account the needs, demands and goals of their primary clients as part of their job
- For dedicating resources to the activities most related to their mission, their capabilities and their environment

According to the “Impact and Assessment Survey” elaborated by Mc-Kinsey, the greatest impact related to management is reached in the improvements made in setting goals and having more focus on important activities.

Related to organizational issues, the highest impact is reached in the development of a new formal organizational structure. In connection to motivational aspects, there is a very high impact in the teamwork carried out in schools. Regarding the benefits obtained after doing the program, the highest impact is achieved in issues related to skills internally developed by the members of the organizations.

A 100% of the schools interviewed agreed that the role of the facilitator was very important in relation to the results achieved by the program.

Regarding the results that have to do with school desertion, the school will define these results in question no. 4 and these results will be measured and evaluated during the evaluation meeting.
Opinions from Participants in the Schools for Change Program

“The program didn’t give us money or goods, as we hoped it would in the beginning. But it gave us something much more precious: the know-how to get the money and the goods for ourselves. That is why I say that the Schools for Change Program generates wealth”

César Rodriguez, School N° 347, Colonia 20 de Junio, Formosa Province

“After participating in Compromiso’s School for Change Program, our school has doubled the quality of its education. According to the National Measures, in 2000 we obtained a grade of 40/100 and in 2002, we obtained 88/100, the highest grade in our region”

School Nr. 124, Faimallá, Province of Tucumán.

“Instead of focusing only on the educational contents, we started looking at children’s concrete needs, and began planning and supervising actions according to those needs. We organized science fairs, a mini-museum -together with the community- aimed at revaluing the local culture, two micro- undertakings (rock gardens and an orchard) where students grow various products for sale. Results? The rate of students who passed grew by 8% in one year.”

School N° 4-058, Presbyter Núñez, Chapanay, Mendoza.

“At school they created special handbooks for language and mathematics, which were the hardest subjects. A poll was made among students to know their opinion on key issues such as work in class, and their professors’ teaching methods. Before, only 20% used to pass the aforementioned subjects, and now the rate reaches 60%.”

Clara Armstrong School, Catamarca.

“We learnt to organize ourselves to create a lunch service at school and meet the students’ food requirements. We obtained volunteer cooperation from parents, and donations from business companies, shops and neighbors. Now all children get a meal at school.”

School N° 9, Corrientes.

“Now the school opens on Saturdays because it is open to the community. There are recreational, sports and educational workshops for students and other children in the neighborhood. They are no longer out in the streets, and they find attractive activities at school.”

School N° 21, Santa Fe
11. PROGRAM LEADERS

I) Program Director
Edith Schrott
Psychologist specialized in Marketing. Fundación Compromiso’s Institutional Advising Director. Facilitator of the Self-Assessment and Schools for Change Programs. She coordinated the Leadership Strengthening Program for Teenagers and Young Adults financed by the Kellogg’s Foundaiton and organized by CEADEL, General Director, Bernardo Blejmar. Marketing and Funds Development Consultant for non-profit organizations.

II) Program Coordinator
Juan Bautista Pera

III) Facilitator’s Team
Part-time commitment
Fundación Compromiso has a team of 16 experts to intervene as facilitators of the Program. They all have ample experience in group dynamics as well as in setting up the Self-Assessment and Strategic Planning Program.

They are in charge of:
- Facilitating the grounding of the Program in the schools.
- Holding a preliminary interview with the organization’s leadership team and advise on the group of people to take part in the program.
- Coordinating exchange meetings.
- Registering the contents of the meetings.
- Drawing up the preliminary and final reports.
- Assisting to the monthly facilitator meetings.
- Reporting to the Fundación Compromiso on the progress or difficulties of each Self-Assessment Program.
**About Fundación Compromiso**

**Our Mission:** to serve non-profit organizations by strengthening their management skills

Fundación Compromiso was born in April 1994, after two years of preliminary work, with the purpose of strengthening the management skills of non-profit organizations. By then, a small group of people decided to promote the education and training of a generation of professionals who could strengthen the Argentine community through their work in the social field. The people who founded Fundación Compromiso did so in the understanding that Argentina was undergoing very significant and deep changes, and that non-profit organizations would have a key role in the future. The founders were: Carolina Biquard, Guillermo Arboleya y Manuel Mora y Araujo.

Thus, Fundación Compromiso became an institution that helps social leaders think about the way in which they can improve their performance, and use the most modern managerial tools in their everyday work, in order to render more effective and efficient services, contributing to generate big changes in social and communitarian action.

Our mission gives evidence of our vocation: to be a tool at the service of all non-profit organizations or public organizations with autonomous management powers, in the certainty that they play a key role in the construction of a stronger society with a communal sense.

**PROGRAMS**

- **Institutional Strengthening Programs**
  - Self-Assessment and Strategic Planning Program
  - Economic Strengthening Program
  - Customized programs

- **Capacity Building**
  - Annual Social Sector Conference
  - Seminars
  - Courses and Workshops
  - Customized Workshops

- **Publication and Contents**
  - Publications:
    - Workbooks
    - Noticias & Compromiso Edition
    - Schools for Change Workbook

- **Business & Community**
  - Assisting Companies
  - Community Action Programs
  - Alliances: Coca Cola, Merck, Sharp & Dome
  - Corporate Volunteer Programs
More than 20,000 people have participated in our programs.
BOARD OF DIRECTORS

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Ph.D. in Chemistry. Former President of IDEA (Instituto para el Desarrollo Empresarial para la Argentina). President of Leer es Fundamental de Argentina and Vice President of Hangar Uno. Member of the Consejo Publicitario Argentino.

Advisors

Claudio Biquard
Physician. Former President of TIM, a pre-paid medical services provider. President of CEMP (Centro de Medicina Preventiva).

Isolda Calsina
Lawyer, President of Forins (Fortalecimiento Institucional). Member of the Justice Federal Court of the province of Jujuy, Counsel to the "Consejo de la Magistratura de la Nación".

Juan Cambiaso
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