

# Monitoring HIV/AIDS Programs: A Facilitator's Training Guide

A USAID Resource for Prevention, Care and Treatment

## Module 8: Monitoring and Evaluating Orphans and Other Vulnerable Children Programs

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Family Health International



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## MODULE 8:

# Monitoring and Evaluating Orphans and Other Vulnerable Children Programs

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The content of the modules in this Monitoring and Evaluation series is based on the assumption that Core Module 1 (Introduction to Monitoring and Evaluation) is always the first module, that it is followed directly by Core Module 2 (Collecting, Analyzing, and Using Monitoring Data), which is followed by one or more of the optional technical area modules (Modules 4 through 10), and that in all cases the final module is Core Module 3 (Developing a Monitoring and Evaluation Plan). The specified sequence is shown below:

1. Core Module 1: Introduction to Monitoring and Evaluation
2. Core Module 2: Collecting, Analyzing, and Using Monitoring Data
3. Optional Technical Area Modules 4 through 10
4. Core Module 3: Developing a Monitoring and Evaluation Plan

### Learning Objectives

The goal of the workshop is to build the skills of participants in monitoring Orphans and Other Vulnerable Children (OVC) programs and in planning for program evaluation, with emphasis on the objectives of OVC programs.

At the end of this session, participants will be able to:

- Understand the key contextual issues of monitoring and evaluating orphans and other vulnerable children programs
- Increase knowledge and skills required to monitor various aspects of planning and implementing orphans and other vulnerable children programs
- Formulate monitoring and evaluation questions for orphans and other vulnerable children programs and use these to develop process indicators for program monitoring
- Develop data collection and reporting tools as required for orphans and other vulnerable children programs
- Analyze and use orphans and other vulnerable children data for program improvement
- Plan and implement evaluation of program-specific orphans and other vulnerable children interventions (as required, with technical assistance)

### Session Overview and Schedule

TIME		TOPIC	TRAINING METHOD
8:30-9:00	30 min	<b>A. Welcome and Introductions</b>	<i>Facilitator Presentation</i>
8:40-9:00	45 min	<b>B. Setting the Stage: Dynamic Model</b>	<i>Group Exercise 1</i>
9:00-9:10	30 min	<b>C. Defining Orphans and Vulnerable Children</b>	<i>Facilitator Presentation</i>
9:10-9:25	15 min	<b>D. Monitoring OVC Programs</b>	<i>Group Discussion</i>
9:25-10:00	35 min	<b>E. What to Monitor</b>	<i>Group Exercise 2</i>
10:00-10:15	15 min	<b>BREAK</b>	

## Session Overview and Schedule

TIME		TOPIC	TRAINING METHOD
10:15-10:30	15 min	F. Developing Goals and Objectives	<i>Facilitator Presentation, Group Discussion</i>
10:30-10:40	10 min	G. Developing M&E Questions	<i>Facilitator Presentation, Group Discussion</i>
10:40-10:50	10 min	H. Developing Indicators	<i>Facilitator Presentation, Group Discussion</i>
10:50-12:00	70 min	I. Developing Objectives, Monitoring Questions, and Indicators	<i>Group Exercise 3</i>
12:00-1:00	60 min	LUNCH	
1:00-1:30	30 min	J. Monitoring Methods and Tools	<i>Facilitator Presentation, Group Exercise 4A</i>
1:30-2:15	30 min	K. Data Analysis	<i>Facilitator Presentation, Group Exercise 4B</i>
2:15-2:30		BREAK	
2:30-3:15	45 min	L. Data Use	<i>Group Discussion, Group Exercise 4C</i>
3:15-3:35	20 min	M. Evaluating Orphans and Vulnerable Children Programs	<i>Facilitator Presentation, Group Discussion</i>
3:35-4:00	20 min	N. Wrap-Up	<i>Group Exercise 5</i>

### Materials

- Flipchart and paper
  - Markers
  - Pens or pencils
  - Tape or Blue-Tac
  - Evaluation Form
  - Household Category clips
  - Household Situation clips
  - Child Location clips
  - Child Situation clips
  - Handout: Dynamic Model: Where We Find OVC
  - Handout: OVC Task Force Definition of OVC (Gaborone, April 2003)
  - Handout: USAID Definition of OVC
  - Handout: Data Collection Methods and Tools (from Core Module 1)
  - Handout: Hypothetical “Child Hope” Case Study
  - Handout: Exercise 4A—Monitoring Tool
  - Handout: Exercise 4B—Data Analysis
  - Handout: Exercise 4C—Data Use
- Note: The following will be handed out separately by the Facilitator:
- Handout: Expanded Response Core Indicator Guide
  - Handout: Guidance on Indicators for USAID Programs to Benefit OVC
  - Handout: Illustrative Program-Level OVC M&E Indicators
  - Handout: Data Collection and Protection of Orphans and Vulnerable Children
  - Handout: Care for Orphans, Children Affected by HIV/AIDS, and Other Vulnerable Children: A Strategic Framework (FHI)

## A. Welcome and Introductions

8:30-8:40	10 min	A. Welcome and Introductions	Facilitator Presentation
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8:30-8:40 (10 min)

### 1. Welcome Participants

Good morning everybody. Welcome to Monitoring and Evaluation of Orphans and Vulnerable Children.

My name is \_\_\_\_\_ and this is my co-facilitator \_\_\_\_\_.

This is the third day in the Monitoring and Evaluation Workshop. You spent the first two days learning basic M&E concepts and terminology. You learned about the difference between monitoring and evaluation, what are input/process/output/outcome/impact indicators, some common methods and tools for data collection, and how to analyze and use the data.

Today's training session is about monitoring programs for orphans and vulnerable children. You will be applying the concepts you learned during the first two days to OVC programs.

In the morning, we look at some special challenges we face when monitoring OVC programs. We will then look at various categories of interventions and how to develop OVC program-specific goals, objectives, monitoring questions, and indicators. In the afternoon, we will look at how to analyze and use the data we have been collecting. We will end the day by briefly discussing why evaluating OVC programs is particularly challenging.

There will be a 15-minute mid-morning break, lunch will be from 12:00 to 1:00, and there will be a 15-minute mid-afternoon break. We will finish the workshop by 5:00 p.m.

Before I introduce the first session, let me briefly tell you a bit about myself.

I'm the .....(title and organization)in .....(country). My work involves .....

Now, let me ask my co-facilitator, \_\_\_\_\_, to tell you something about him/herself.

Facilitator Note: Co-Facilitator should briefly name the country where he/she works and describe his/her task.
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## B. Setting the Stage: Dynamic Model

8:40-9:00	20 min	B. Setting the Stage: Dynamic Model	Group Exercise 1
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### Materials

- Handout: Dynamic Model: Where We Find OVC
- Household Category clips
- Household Situation clips
- Child Location clips
- Child Situation clips

Facilitator Preparation:

- Cut out the categories of the Dynamic Model (see appendix).
- Post the headings of households and the sub-categories on the wall. Make sure that there is sufficient space between the headings to avoid crowding of the participants, since they will be asked to assemble in front of their chosen household heading.
- Post the outcome headings (e.g., children in public places) and the sub-categories on another wall, preferably one that is opposite the wall with the household headings. Make sure there is sufficient space between the headings.

8:40-9:00 (20 min)

### Group Exercise 1: Setting the Stage

Facilitator should instruct the participants in the following:

- I would now like to conduct a small exercise, which will set the stage for today's training session.
- On the wall, I have posted five pieces of paper, each with the name of a type of household *category* written on it. Beneath those household categories are several smaller clips of paper, each with a different household *situation* written on it.
- I would like all of you to walk up to the wall and select one of the smaller clips (i.e., those with the household *situation*) and stick it on your chest.
- Once you have done that, please align yourself in front of the household *category* from which you selected the clip so that it is clear in which household you belong.

Facilitator Note: There may be some confusion and crowding in the beginning as participants select their clips. The Facilitator should make sure that the participants are properly aligned once the clips have been selected.

After all the participants have selected a clipping, placed it on their chest, and aligned themselves in front of the household category, the Facilitator turns to the first group standing in front of one of the household categories, and asks each participant the following question:

"So, you are a child living in a household that faces extreme demands. Tell me a bit about yourself and about the situation in which you find yourself."

Each participant will then briefly describe their imagined family situation. For example,

"My father died a few months ago and my mother is all alone taking care of me and my four younger siblings. My father's parents are not talking to us because they say that my father had AIDS and that my mother infected him. I don't know what AIDS is but it must be something bad because the people in our village are also not talking to us, and the other children tease and bully my siblings and me all the time. I don't really understand why. We have very little food, we kids are hungry all the time, my mother cries all the time and she is sick a lot. I stopped going to school because I'm now the man of the family, but the job I found pays very little. I don't know what will happen to all of us."

When all participants have told their story, point to the opposite wall and explain that there are five clippings posted on the wall, each of which represents a location (environment or situation) in which a child may find itself after running away or being forced from home.

All the participants should select one of the smaller clippings posted below each of the types of environment and post it on their chest.

The Facilitator will, again, move to each participant and ask:

“So, tell me, what has happened to you? Where are you living now?”

Each participant then briefly describes the type of situation they currently find themselves in. For example,

“My mother also died a few weeks ago ... the job I had did not bring in enough money to feed my siblings. So, I decided to put my siblings into an orphanage and myself take a job on a farm. I don’t like it there, however. I do get food, but I get beaten a lot for not working fast enough or some other reason. I don’t know how long I will stay at that farm because I can’t take the abuse much longer. A friend told me the other day that I could make some good money on the street.”

After all participants have told their story, ask the entire group:

“What was the purpose of this exercise?”

Facilitator Note: This exercise is supposed to illustrate the numerous causes of child vulnerability, of which HIV/AIDS parental death is only one, and that such vulnerability can lead to different outcomes.

This exercise was taken from the Dynamic Model (developed by the World Bank), which maps the causes and effects of child vulnerability. It is important to keep these multiple causes and effects in mind when designing and monitoring OVC interventions because our program may, in fact, not reach all of the vulnerable children (e.g., because the intervention targets only children who are in orphanages or in households with at least one parental death).

## C. Defining Orphans and Vulnerable Children

9:00-9:10	30 min	C. Defining Orphans and Vulnerable Children	Facilitator Presentation
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### Materials

- Handout: OVC Task Force Definition of OVC (Gaborone, April 2003)

Facilitator Preparation: Post the flipchart with the international definition of OVC on the wall.

### 1. Definitions of Orphans and Other Vulnerable Children

As you saw in the previous exercise, childhood vulnerability is caused by many different things, not all of them related to HIV/AIDS. Unfortunately, our resources are limited and we cannot reach every vulnerable child in our community with our interventions. It therefore becomes important for us to specify which vulnerable children will receive our services so that we can design our interventions and monitor our program and measure how many children have actually been reached.

Unfortunately, defining an orphan and vulnerable child can be difficult because vulnerability and orphanhood is culturally relative, meaning that it depends on local conditions and, therefore, varies between and within communities and countries. Each community and country will, in fact, use different criteria to define their orphans and vulnerable children.

The international community has been trying for some time to establish a common definition of OVC.

Let's take a look at some definitions of OVC that illustrate the difficulty in establishing a definition of OVC that is specific enough so that it allows for comparisons between programs, and yet general enough so that it allows for programs to be designed according to local conditions:

- International definition: UNICEF/UNAIDS (Gaborone, April 2003): A child under 18 years who has lost one or both parents or lives in a household with an adult death in the past 12 months or who lives outside family care. [Facilitator should note that this definition is still under discussion and may be revised further.]
- National definitions: Ask participants if they can provide an example of a national definition of OVC.
- Communities may also have their own definitions of orphans and vulnerable children, which may be much more inclusive than the international or national definitions.

The Facilitator should ask participants if there is anyone who has an example of a community-derived definition of OVC?

In summary, there are many different definitions of OVC being used. Some of them are difficult to measure and do not adequately capture how OVC programs are designed (i.e., they provide services to more children than the definition specifies).

## D. Monitoring OVC Programs

9:10-9:25	15 min	D. Monitoring OVC Programs	Group Discussion
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### 1. Define Monitoring

During the first day of our training workshop, we discussed the purposes of program monitoring.

Ask participants: What are some of the reasons why we monitor our programs?

Facilitator Note: The main purposes of monitoring are to track implementation of activities, how well services or activities are being implemented or delivered, how many people we are reaching, what is the quality of the services we deliver, and to report to donors and other stakeholders.

Monitoring and implementing OVC programs involves some special challenges because these programs work with a special target population (a population whose needs and requirements are often difficult to determine) and because there is emotional involvement on the part of program staff. Monitoring OVC programs requires two kinds of monitoring: programmatic monitoring on one hand, and monitoring of the health and well-being of OVC on the other.

### 2. Key Issues in Monitoring OVC Programs

Facilitator should ask the participants: What are some of the main challenges that program managers and M&E officers face when monitoring OVC programs?

Some of the following issues should emerge:

- Double stigmatization (of being an orphan and being affected by HIV/AIDS)
- Sensitivity of collecting information from children
- Double-counting, whereby a child may receive more than one service from the same organization or receive services from several different organizations
- Multisectoral approaches to addressing OVC and HIV/AIDS issues
- Different OVC program approaches being used

## E. What to Monitor

9:25-10:00	35 min	E. What to Monitor	Group Exercise 2
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Facilitator Preparation:

- Prepare several flipcharts, one for each table.
- Make two columns on each flipchart, each column headed by one of the categories of interventions. (Note: It is not necessary to use all 14 categories. The Facilitator should select the most appropriate categories.)
- Place one flipchart on each table.

### Materials

- Categories of OVC Interventions

9:25-9:50 (25 min)

### Group Exercise 2

- Assemble participants into groups, and give each group one of the prepared flipcharts.
- Ask each group to identify 2-4 interventions for each category and write the interventions on the flipchart, under the appropriate column heading.
- Give each group 5 minutes for this exercise.
- Then ask the group to move to the next table, leaving the flipchart behind, review the interventions for the two categories that the previous group identified, and add at least one additional intervention for each category.
- The groups should continue to move around the room until each group returns to its original table.
- Ask each group to post their flipchart on the wall.

9:50-10:00 (10 min)

### Group Discussion

- Post the flipchart with all of the 14 categories on the wall.
- Re-assemble the whole group.
- Point out the large range of interventions.

10:00-10:15	15 min	BREAK	
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## F. Developing Goals and Objectives

10:15-10:30	15 min	F. Developing Goals and Objectives	<i>Facilitator Presentation, Group Discussion</i>
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### 1. Goals and Objectives for OVC programs

During this session, we will discuss establishing goals and objectives of OVC programs.

If you remember from the first day of training, a goal is a change (in our case, a change in health status) that we desire to bring about over a longer period of time (e.g., 5-10 years).

Ask participants: Can anybody give me an example of a goal for an OVC program?  
(An example of an OVC goal: To improve the emotional and physical well-being of OVC.)

Now let us take a look at establishing objectives:

- Objectives, as you remember, are the more immediate results that the program aims to achieve. Unlike a goal, which is broad, abstract, and often intangible, an objective is narrow, precise, tangible, and can be validated. Objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).

Ask participants: Can anybody give me an example of two objectives that will fit under the goal that we just identified?

Facilitator Note: Write the goal and objectives on one flipchart so that they are lined up together and participants can refer to them later in the day.

## G. Developing M&E Questions

10:30-10:40	10 min	G. Developing M&E Questions	<i>Facilitator Presentation, Group Discussion</i>
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### Monitoring Questions

We have identified our program goal and objectives. The next step is to decide what kind of monitoring questions we will ask that will help us to determine if our program is on track, if our services are delivered efficiently and are meeting certain quality standards, and how many people we are reaching.

Ask participants: What are some monitoring questions we can ask, given these two objectives that we identified earlier?

Facilitator Note: Write the questions on the flipchart and place them under the appropriate objective.

## H. Developing Indicators

10:40-10:50	10 min	H. Developing Indicators	<i>Facilitator Presentation, Group Discussion</i>
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The next step is to select the indicators that will be used to measure the monitoring questions.

Ask the participants to take 3 or 4 monitoring questions that we developed earlier and identify some indicators for each.

Facilitator Note: Write the indicators that the participants come up with on the flipchart and fit them under the appropriate monitoring question. This exercise should not be too lengthy because participants will be taken through an exercise after this session that involves the same process of identifying objectives, monitoring questions, and indicators for a specific program.

You should be aware that there are some core indicators that OVC programs are required to report. These core indicators are listed in the additional materials distributed by the Facilitator.

## I. Developing Objectives, Monitoring Questions, and Indicators

10:50-12:00	70 min	I. Developing Objectives, Monitoring Questions, and Indicators	<i>Group Exercise 3</i>
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### Materials

- Handout: Developing Objectives, Monitoring Questions, and Indicators (includes 5 worksheets)

10:50-11:30 (40 min)

### Group Exercise 3

Arrange participants into 5 groups.

Give each group one of the worksheets (Education, Nutrition, Psychosocial Support, Protection, or HIV Risk [Health]).

Each group should discuss how to present its work back to the entire group, using some innovative method (e.g., groups may enact a role-play between a journalist and the program director and other staff, or enact a TV advertisement, write a song, or draw an illustration). Everybody in the group should be involved in presenting the work to the entire group.

11:30-12:00 (30 min)

### Group Presentations

Ask each group to briefly present their group work.

Then ask for comments from the entire group.

Facilitator Note: Encourage applause for each group.

12:00-1:00	60 min	<b>LUNCH</b>	
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## J. Monitoring Methods and Tools

1:00-1:30	30 min	J. Monitoring Methods and Tools	Facilitator Presentation, Group Exercise 4A
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### Materials

- Handout: Data Collection Methods and Tools (from Core Module 1)
- Handout: Hypothetical “Child Hope” Case Study
- Handout: Exercise 4A—Monitoring Tool

Facilitator Preparation: Post the data collection methods and tools on the wall, using the same handouts used in Core Module 1: Introduction to Monitoring and Evaluation.

1:00-1:15 (15 min)

### Group Discussion

Point to any of the methods or tools and ask who has experience using this method.

Ask the participants who do have experience to come up to the handout that is on the wall and ask him/her to describe their experiences using that method.

1:15-1:25 (10 min)

### Group Exercise 4A

Divide participants into groups and give each group the handout Hypothetical “Child Hope” Case Study.

Ask the groups to complete the first exercise (Monitoring Tool)

1:25-1:30 (5 min)

### Group Discussion

Ask the entire group for comments/questions on the tool (How would they improve it? What additional information would they add or delete?) Write comments/answers on a flipchart.

## K. Data Analysis

1:30-2:15	30 min	K. Data Analysis	Facilitator Presentation, Group Exercise 4B
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### Materials

- Handout: Hypothetical “Child Hope” Case Study
- Handout: Exercise 4B—Data Analysis
- Facilitator Reference: Exercise 4B

1:30-1:35 (5 min)

### 1. Data Analysis

Facilitator should remind participants that “On the second day of our training workshop, we discussed how to analyze the data.”

Then ask the participants: What are some of the things we look for when we analyze our information?

Data analysis:

- Comparison of current achievements with program targets
- Comparison of current achievements over time (trend analysis)
- Comparison of current achievement between geographical areas and between different project sites

1:35-2:05 (30 min)

### Group Exercise 4B

Ask participants to return to their groups.

Hand out Exercise 4B—Data Analysis, and ask each group to complete the exercise.

Suggest that each group identify a person to present their findings to the entire group or open the floor for comments.

2:05-2:15 (10 min)

### Group Discussion

Reassemble the whole group and each of the small groups to present their findings.

2:15-2:30		<b>BREAK</b>
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## L. Data Use

2:30-3:15	45 min	<b>L. Data Use</b>	<i>Group Discussion, Group Exercise 4C</i>
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### Materials

- Handout: Hypothetical “Child Hope” Case Study
- Handout: Exercise 4C—Data Use
- Facilitator Reference: Exercise 4C

2:30-2:40 (10 min)

### Group Discussion

We have analyzed our data, but now we need to use it, otherwise our analysis will be of no value.

Ask participants: What are some different uses for the data? What are some challenges that you have encountered and how have you overcome them?

2:40-2:55 (15 min)

### Group Exercise 4C

Ask participants to reassemble into the same groups that were formed during the previous session.

Ask each group to complete the Exercise 4C—Data Use in the Child Hope Case Study.

2:55-3:15 (20 min)

### Group Presentation

Ask each group to present its role-play in front of the entire group.

Ask for comments from the entire group after each role-play.

## M. Evaluating Orphans and Vulnerable Children Programs

3:15-3:35	20 min	M. Evaluating Orphans and Vulnerable Children Programs	Facilitator Presentation, Group Discussion
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### Facilitator Presentation

The purpose of this training module is to orient you on how to monitor OVC programs. We have not spent any time so far looking at how to evaluate such programs because effectiveness evaluations require a rigorous research design and, therefore, considerable skills and resources, which many programs do not have.

However, the international community and donors often call for such evaluations.

Let us look at some of the special challenges we face when evaluating OVC programs:

- Obtaining a reliable answer from children
- Informing children requires presenting the information in a child-friendly manner
- Strict HSC guidelines on interviewing children
- Finding a comparison group that is as similar in characteristics to the intervention group as possible
- Ethics (providing the children in the comparison group with an intervention after the evaluation has been completed)

Ask participants: What are some additional challenges that you may have encountered?

## N. Wrap-Up

3:35-4:00	20 min	N. Wrap-Up	Group Exercise 5
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### Materials

- Handout: Evaluation Form

### Group Exercise 5

Ask each table to discuss what they learned in today's training session and draw up their findings on paper. Tell them to not use words to describe their findings, but rather to use pictures or graphs.

Thank all the participants for attending the workshop.

Distribute the Evaluation Form on the workshop and ask participants to fill it out and submit it before leaving the classroom.

# Appendix

## Module 8: Monitoring and Evaluating Orphans and Other Vulnerable Children Programs

Household Category Clips (Dynamic Model Exercise).....	1
Child Location Clips (Dynamic Model Exercise) .....	4
Household Situation Clips (Dynamic Model Exercise).....	7
Child Situation Clips (Dynamic Model Exercise) .....	8
Group Exercise 3 (Worksheet) .....	10
Group Exercise 4 (Handout).....	15
Exercise 4A-Monitoring Tool (Handout) .....	16
Exercise 4B-Data Analysis (Handout) .....	17
Exercise 4C-Data Use (Handout) .....	18
Facilitator Reference (Facilitator Notes).....	19
Dynamic Model: Where We Find OVC (Handout) .....	20
USAID Definition of OVC (Handout).....	21
OVC Task Force Definition of OVC (Handout).....	22

## HOUSEHOLD ZEBRA

*in extreme distress/  
poverty/  
crisis*

## HOUSEHOLD HORSE

*unable to cover  
child's special needs*

# HOUSEHOLD RHINO

*neglecting/  
abusive/  
ignorant*

# HOUSEHOLD GIRAFFE

*affected by war  
or  
natural disaster*

# HOUSEHOLD MOUSE

*death of parents*

# CHILD'S LOCATION 1

*in the street*

*or*

*other public place*

# CHILD'S LOCATION 2

*child labor*

## CHILD'S LOCATION 3

*institutions*

## CHILD'S LOCATION 4

*abusive,  
neglecting household*

# CHILD'S LOCATION 5

*household unable to  
cover child's needs*

## Household Situation Clips

<b>Zebra</b>	<b>Horse</b>
Hunger	Child disabled
Conflict	Child traumatized
Desperation	Parental limitations
Parental illness	Extreme demands
Mental illness	

<b>Rhino</b>	<b>Giraffe</b>
Alcohol/drugs	Displacement
Ignorance	Refuge
Violence	Migration
Step-parenthood	

<b>Mouse</b>
AIDS
War
Maternal death
Other cause

<b>Location 1</b>	<b>Location 2</b>
Car stations	Mines
Markets	Domestic servitude
Street lights	Brothels
	Armed forces
	Abusive farms

<b>Location 3</b>	<b>Location 4</b>
Orphanages	Foster care
Jails	Child domestic servitude
Shelters	
Juvenile detention	
SOS village	

<b>Location 5</b>
Elderly relatives
Too many children
Child traumatized by parental death

# Categories of Interventions

## Group Exercise 3

### **Group 1: Education**

Your program handles the paying of school fees and providing scholastic materials.

Step 1: Develop a Goal and SMART Objectives

Step 2: Generate Monitoring Questions

Step 3: Develop Process Indicators

Then, using everybody in your group in any sort of *creative* presentation style you wish, take a few minutes to decide who is going to present what part. You will have 5 minutes to make a presentation to the group.

## Group Exercise 3

### Group 2: Nutrition

Your program teaches and supports people in vegetable gardening.

Step 1: Develop a Goal and SMART Objectives

Step 2: Generate Monitoring Questions

Step 3: Develop Process Indicators

Then, using everybody in your group in any sort of *creative* presentation style you wish, take a few minutes to decide who is going to present what part. You will have 5 minutes to make a presentation to the group.

## Group Exercise 3

### Group 3: Psychosocial Support

Your program is a support group for orphaned teenaged girls.

Step 1: Develop a Goal and SMART Objectives

Step 2: Generate Monitoring Questions

Step 3: Develop Process Indicators

Then, using everybody in your group in any sort of *creative* presentation style you wish, take a few minutes to decide who is going to present what part. You will have 5 minutes to make a presentation to the group.

## Group Exercise 3

### Group 4: Protection

Your program provides skills training in will preparation and also advocacy on issues of wills, inheritance and property grabbing

Step 1: Develop a Goal and SMART Objectives

Step 2: Generate Monitoring Questions

Step 3: Develop Process Indicators

Then, using everybody in your group in any sort of *creative* presentation style you wish, take a few minutes to decide who is going to present what part. You will have 5 minutes to make a presentation to the group.

## Group Exercise 3

### Group 5: HIV Risk (Health)

Your program provides and supports voluntary counseling and testing

Step 1: Develop a Goal and SMART Objectives

Step 2: Generate Monitoring Questions

Step 3: Develop Process Indicators

Then, using everybody in your group in any sort of *creative* presentation style you wish, take a few minutes to decide who is going to present what part. You will have 5 minutes to make a presentation to the group.

## Group Exercise 4

### Hypothetical "Child Hope" Case Study

#### Background

A fictitious NGO, "Child Hope," has been implementing an HIV/AIDS care and support program for OVC for three years. Program components include:

- Reintegration of orphans into extended and foster families
- Psychosocial support
- Nutritional supplements
- Temporary shelter
- Support for school attendance, including counseling and school materials
- Linkages with health services (regular, free medical care is provided for OVC at the shelter)
- Linkages with vocational training programs for older children
- HIV/AIDS education
- Anti-stigma and anti-discrimination activities, including IEC materials

Child Hope has scaled up from two target districts at the beginning of the program to five target districts in year 2. The number of staff has remained stable at seven (one director, one program officer, three counselors, a finance and administrative officer, and a cleaner). Most of the OVC are living in target communities, with the most vulnerable orphans residing at the project shelter and receiving a full range of services. Counselors do home visits to OVC and counsel those staying at the shelter. The year 3 budget is 15% higher than the budget for year 1. The NGO has a policy to provide all counselors with training (refresher or new skills) each year.

**Exercise 4A—Monitoring Tool**

Please review the monitoring tool shown below and provide comments on how the tool can be modified in terms of its format and usefulness.

For example, what information is not necessary and/or what additional information should be provided that will strengthen project monitoring?

The main M&E tool used by Child Hope is the Quarterly Report Form shown below.

**Child Hope Quarterly Report Form**

*Report period* \_\_\_\_\_

**A. Quantitative**

1. Number of OVC in target areas
2. Number of OVC receiving counseling
3. Number of OVC receiving nutritional supplements
4. Percentage of OVC in target areas attending school
5. Number of OVC receiving HIV/AIDS education
6. Number of IEC materials distributed
7. Number of OVC residing in project shelter
8. Number of OVC residing in project shelter for longer than 6 months
9. Number of counselors receiving capacity-building training

**B. Qualitative**

10. What kind of problems have staff encountered? How have the problems been solved?
11. Improvements or additions to child welfare services
12. Changes in community support/involvement

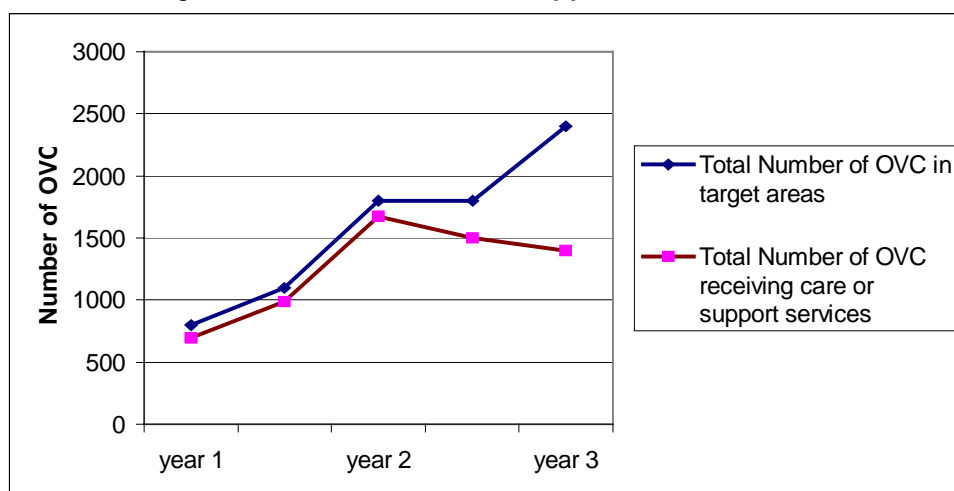
### Exercise 4B—Data Analysis

Using the information obtained from the project background and previous reports (see below), what do you think is happening?

List positive and negative points.

The following graph and table were created from data compiled from previous reports.

#### 2.1 Coverage of OVC with Care and Support Services



#### Table of Selected Indicators

Indicator	Year 1	Year 2	Year 3
Number of OVC receiving counseling	600	1,500	1,200
Number of OVC reintegrated into extended/foster families	40	85	100
Number of OVC staying at project shelter	30	45	65
Number of OVC staying at project shelter for longer than 6 months	8	28	13
Number of counselors receiving training	3	2	1
Percentage of OVC attending school	30	35	45

## Exercise 4C—Data Use

Practice using the same data for different purposes and different audiences.

All members of each group should participate.

### Role-Play

Role-Play 1: Project Director discussing how to improve the project with staff

Role-Play 2: Project staff discussing the OVC situation and project progress with USAID

Role-Play 3: Project staff using the data for fundraising

Role-Play 4: Project staff discussing the OVC situation and project with a journalist

## Facilitator Reference

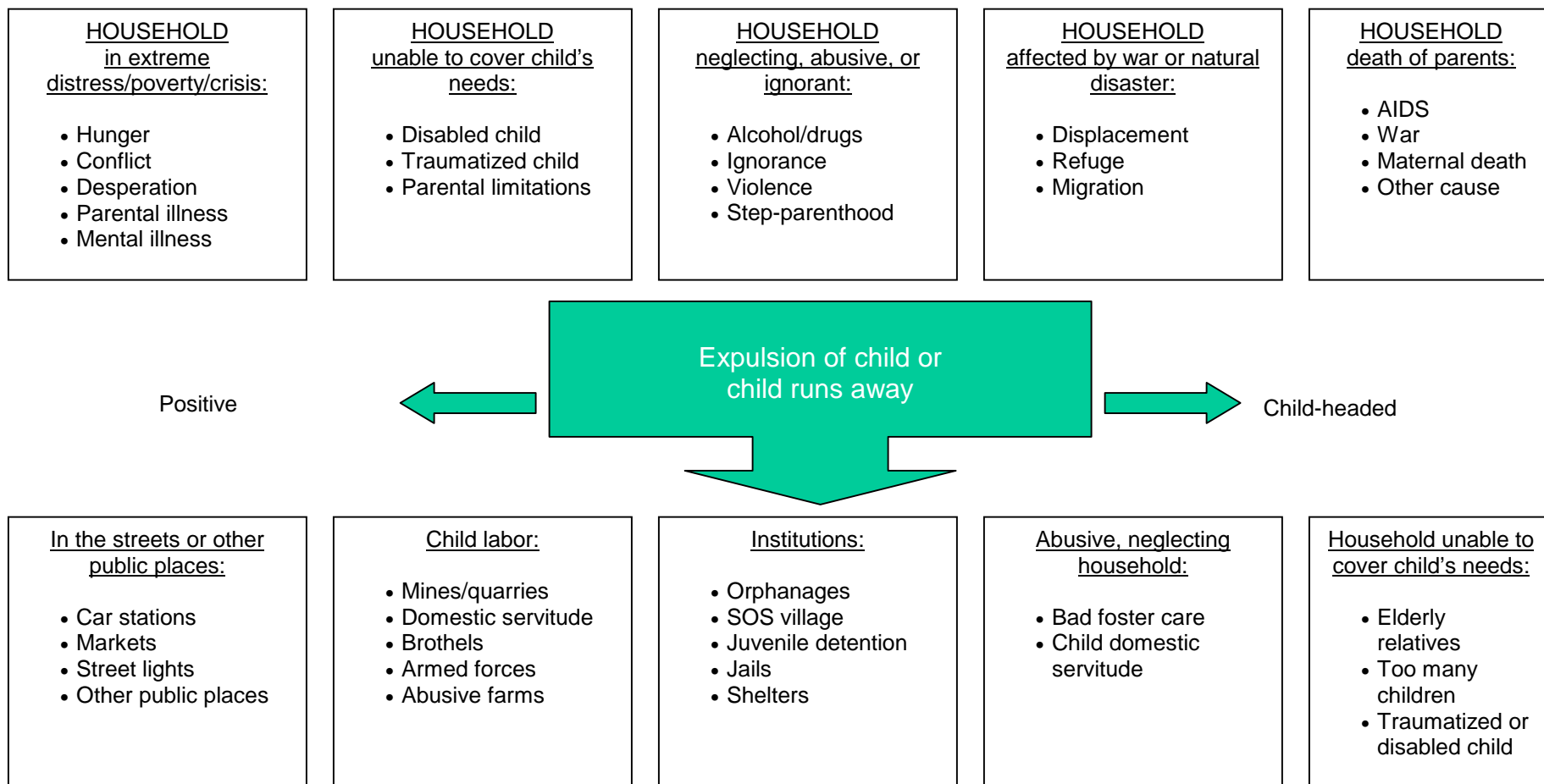
### Exercise 4B—Data Analysis

- The project has more than doubled the number of project sites, but the budget has increased only 15% and the number of staff has remained the same.
- Insufficient funds and the increasing number of OVC staying at the shelter has restricted the ability of counselors to conduct home visits.
- Insufficient training for counselors compared to the plan may be a result of the tight budget or poor commitment to training from the director, and it affects the counseling activity.
- Counselors are doing a good job reintegrating orphans into extended/foster families; however, the increasing number staying at the shelter indicates that the number of OVC in the communities is increasing faster than mitigation efforts. Reintegration efforts are also reflected in the decrease in the number staying at the shelter for longer than 6 months in year 3.
- Staff have done a good job increasing the number of OVC attending school. The percentage change may be small, but the numerical increase is quite large.

### Exercise 4C—Data Use

- **Using the Data for Program Management.** After learning this interpretation, the Project Director realizes that the number of OVC in the target area is too large for the current budget. Additional funds and staff are needed to maintain program quality, or failing that, a reduction in the number of activities or target districts is needed. A third possibility may be to link with another organization that can help meet the increasing demands for services in the shelter or in the community. The Project Director realizes the importance of explaining the increasing OVC burden to donors and community leaders.
- **Revising the Quarterly Report.** Ask groups if they got enough information from the Quarterly Report to speak to USAID about the project or to make project management decisions? Did they get any new ideas? What additional information do they need?

### Dynamic Model: Where We Find OVC



Source: OVC Thematic Group, World Bank

## USAID Definition of OVC

**FHI,  
USAID**

Age 0–18 years

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Maternal, paternal, double orphan

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Children living in communities severely affected (economically and socially) by HIV/AIDS

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Children living in households with terminally ill family member

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Internally displaced

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Children in emotionally and financially distressed households

## OVC Task Force Definition of OVC

(Gaborone, April 2003)

**UNAIDS,  
UNICEF  
(Gaborone,  
April 2003)**

Age 0–18 years

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Maternal, paternal, double orphan

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Children living in household with an adult death (18–59 years) in past 12 months

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Children living outside of family care