Strengthening OVC Support Programs through Participatory Monitoring of Community-School Collaborations

Developed for BES 3 (Namibia)
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Learning for Innovation, Inc.
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Executive Summary

The monitoring system for the OVC support programs described in this report was designed to support program development and quality improvement, embracing a view of monitoring as a participatory process involving community members and school personnel. The monitoring system consists of three components: Core Monitoring, Formative Monitoring, and Learner Profiles. The primary instruments in each area are the *Program Monitoring Questionnaire (PMQ)*, *Initial Quality Review (IQR)*, and *Learner Profiles*[1], respectively.

This monitoring system fosters OVC program development via an empowering, participatory process that connects data collection on program outcomes with ongoing improvement and sustainability of program operations. The Core Monitoring tools accumulate quantitative data for use in reports and evaluations, while the central goal of program strengthening is accomplished through conversations with program staff that take place via the Formative Monitoring tools (the *Initial Quality Review* and its associated *Monthly Workplan*). Core Monitoring is the basis of program evaluation, tracking program quality indicators over time for the benefit of school/community program staff, as well as external stakeholders. Core Monitoring provides data that highlight key issues to be picked up in the Formative Monitoring process.

The *IQR* and the *Monthly Workplan*, a functional set of formative monitoring tools, empower school/community-level partners to articulate how their field activities address program objectives. This provides the basis for an ongoing quality development conversation that fully engages these partners. The iterative process (a quality review followed by monthly workplan updates) leads to a greater awareness and ownership of quality issues and goals.

In practice, the *IQR* starts the conversation and the *Monthly Workplan* continues the conversation as specific quality areas are addressed through a series of modules. After the completion of the first module of the *IQR*, which addresses basic program operations, the school/community partners and the monitoring team take stock of targeted improvements each month using the *Monthly Workplan* tool. Once the improvements in this area have been made, they embark on the next quality area by carrying out the corresponding module of the *IQR* and following up with *Monthly Workplans* until the targeted program improvements are made. The cycle repeats for each quality area: Basic Operations, External Linkages, Psychosocial Support, and Sustainability.

The objectives of the OVC Support Program monitoring system are as follows:
1. Monitor quality and outcomes of school-based OVC programs over time
2. Support program quality improvement through intensive formative monitoring
3. Provide integrated monitoring profiles for stratified random sample of 200 OVC learners

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[1] The learner profiles are conducted on a subset of learners to create rich data on a random sub-sample.

Overview of Components

I. Core Monitoring System
- Data collection 1-2 times per year for all programs
- Quality indicators and outcome measures in five quality areas
- Purpose: to track quality indicators and program outcomes for reporting and evaluation
- Core Monitoring flags the need for quality improvements to be addressed through Formative Monitoring
- Monitoring team includes members of the local school circuit (inspector, resource teachers, advisory teachers) to build capacity and support of school-based OVC initiatives.

II. Formative Quality Monitoring
- Initial quality review for all programs
- Monitoring team reviews program quality development in 1-2 quality areas at a time
- All programs start with Basic Operations quality area to ensure quality standards[2] are met
- Once Basic Operation standards are met, program and monitoring teams select subsequent quality area (Linkages, Psychosocial Support, Sustainability)
- Each program addresses all four quality areas in approximately one year
- Beyond Year 1, Formative Monitoring shifts to focus on linkages and sustainability, while continuing to address quality issues identified by Core Monitoring.
- Carried out by community-based monitoring teams with supervision of lead trainers and project staff.
- Monthly assessment of quality improvement workplans and update of workplan by community-based teams under supervision of project team.

III. Learner Profiles
- Data collection twice per year on a random sample of 200 children from Grades 1 and 4, stratified by region, type of program, and gender.
- Grade 1 children tracked to Grade 4; Grade 4 children tracked to Grade 7.
- Uses tools in each quality area to provide measures of quality at the level of the individual child.
- Data collected by community-based teams with supervision of project team.

Yearly monitoring output

At the end of each year, the following data will be compiled:
- 1-2 timepoints of Core Monitoring indicators across all quality areas
- Up to 4 rounds of Formative Monitoring data covering quality areas
- 2 terms of data for all Learner Profiles

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[2] The key focus in this monitoring system were OGAC (Office of the US Global AIDS Coordinator, http://www.state.gov/s/gac/) quality standards

Acknowledgments

The participatory monitoring process presented in this report is the product of an extraordinary level of teamwork and collaboration. I'm very grateful to the Windhoek-based BES 3 team, especially Liman Muhammed, Todd Malone, and Donna Kay LeCzel, for their intuition and insights about the importance of community participation for monitoring an effective and empowering quality improvement process. They organized a wonderful combination of field visits, team meetings, and staff partners, which were essential for making this project a success. The BES 3 OVC small grants program they developed was unique in its use of widespread participatory program proposal writing supported by community outreach workers. This process was challenging to carry out but greatly enhanced the collaborative school-community teams in each site, particularly in terms of their readiness for monitoring.

Heartfelt appreciation also goes to the BES PEPFAR field team, especially Tsitsi Dangarembizi, Theolida Hamunyela, and Sherpard Moyo. We were navigating unfamiliar territory in designing a participatory monitoring approach for strengthening school-community OVC support programs. This report embodies their insights, intelligence, knowledge, hard work, and commitment to the communities they serve.

This effort is dedicated to the tens of thousands of elementary school-aged children in the communities across the northern regions of Namibia, who continue going to school across great distances, suffering, and hardship; to their caregivers, who may have lost their own children to the pandemic and now bear the burden of caring for their grandchildren, despite their own advanced age and poverty; to the village members who decided to find a way to address the needs of the children in their community made vulnerable by HIV/AIDS, often by volunteering in the program; and to the teachers and principals, who understand the power of schools as primary social institutions and change agents in their community. Through the creativity and commitment of those who have so little, and yet who still keep trying to make things better, Namibia's orphaned and vulnerable children can be given the chance to succeed at school.

Introduction

Project Overview

The participatory monitoring approach described in this report was designed for the Small Grants Program for OVC Support, part of the Basic Education Support, Phase 3 (BES 3) Project in Namibia.[3] Funding for the Small Grants was provided by PEPFAR[4] to establish grassroots community-school support programs for orphans and vulnerable children (OVC) in order to increase the likelihood that learners made vulnerable by HIV/AIDS complete primary school. The monitoring system was designed to strengthen programs and at the same time to collect quality and program outcome data. This system can be adapted to other contexts in which program development and ownership of a program reside with members of the community. The design for the monitoring approach was informed by national and international quality standards and monitoring guidelines, as well as by the results from a situational analysis of five of the OVC support programs that began operating in 2006. The situational analysis focused on challenges faced by each program, further needs for supporting OVC in that community (in addition to the program's focus), and the kinds of support needed by the community and school members operating each program to assess the program's impact on the OVC and on the larger community. The situational analysis highlighted a distinct set of quality areas seen as critical from the perspective of the community and school project members.[5] These areas became the five quality areas in the monitoring system and are described in detail below.

The participatory monitoring approach consists of three integrated components: 1) Core Monitoring, 2) Formative Monitoring, and 3) Learner Profiles. Each component is aimed at a distinct purpose. **Core Monitoring** provides summary information at least twice annually, for reporting and program evaluation purposes (e.g., for government and funding agencies) as well as for flagging program areas where quality[6] improvement is needed. Core Monitoring consists of the *Program Monitoring Questionnaire* and its companion, the *Program Observation Checklist*. **Formative Monitoring** takes the summary information from Core Monitoring as input, and addresses the central purpose of program development and quality improvement through a set of four participatory assessment modules. Each participatory assessment module focuses on a specific quality area.[7] Local program teams in each site drive the assessment of the goals and needs for improvement in each quality area. This community engagement process is supported by the *Initial Quality Review* tool and maintained via the *Monthly Workplan*, which is used to track and follow up on program improvements targeted by the *IQR*. The **Learner Profiles** component summarizes information from the Core Monitoring component related to learner school performance, and integrates it with information from the *Caregiver Interview*, *Learner Interview*, and *Classroom Observation/Teacher Interview*. This is done for a representative sub-sample of OVC across program sites. The purpose is to provide snapshots twice a year of thirty OVC from each of the six regions in order to gain a more in-depth picture

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[3] BES 3 is a USAID-funded project contracted to the Academy for Educational Development (http://aed.org/Projects/EQUIP2_Namibia.cfm)

[4] President's Emergency Plan for AIDS Relief; http://www.pepfar.gov/.

[5] See Part 2 for a description of the situational analysis.

[6] See Part 2 for an overview of OGAC and other guidelines for OVC program quality incorporated into the design of the monitoring system.

[7] The Formative Monitoring component does not include a separate module for the fifth quality area, Outcomes, as this is primarily addressed through Core Monitoring and Learner Profiles components.

of the effect of program participation on school attendance and performance at the level of individual OVC.

Part 1 of the report provides a brief background of the BES 3 Small Grants Program for OVC Support, the need for a participatory approach to program monitoring and an outline of what such an approach entails. Part 2 provides a summary of the design and rationale of the participating monitoring system, the quality standards it complies with and results of the situational analysis of five OVC program sites on which the design is based. Part 3 contains the Participatory Monitoring Toolkit, which gives an overview of each component, the specifications for the tool associated with each, and the procedure for using each tool. Finally, the Additional Resources section contains supporting materials for the monitoring system, including the monitoring tools themselves, implementation guidelines, and a recommended sampling strategy for Learner Profiles.

Part 1: Background and Context

Background of the Small Grants Program for OVC Support

The Small Grants Program for OVC Support was initiated by the BES 3 project, a five-year USAID-funded project (2004-2009) working to support the Namibian education system.[8] The project was implemented in the six of Namibia's thirteen regions that were most disadvantaged in the apartheid era. Together these six regions (Caprivi, Kavango, Ohangwena, Omusati, Oshana and Oshikoto) have over 70% of the total population of school-going children. The overall goal of the project is to increase the capacity of the basic education system to give learners the foundation for health and livelihood. One of its primary objectives is to increase the resilience of the basic education system to cope with the HIV/AIDS epidemic.

Many orphans and children made vulnerable by the epidemic (OVC) are unable to complete primary school as a result of the negative impacts of HIV/AIDS and household poverty. To increase the number of OVC who remain and succeed in primary school, the BES 3 Project developed the Small Grants Program to offer schools and communities funds to provide support for OVC in the following areas:
- Payment of school fees
- Supply of school uniforms
- Supply of education materials
- Facilitating feeding (meals)

Schools and communities applied for these funds by means of a collaboratively developed proposal. BES 3 staff worked in partnership with the Urban Trust of Namibia (UTN), a local NGO, to support schools and communities in the proposal development process. UTN already had a cadre of community-based trainers, who were trained by BES 3 staff on how to help schools develop school development plans, proposal writing, and OVC care and support strategies. The community-based trainers (CBT) were organized in groups of six per region, with one CBT being in charge of a cluster of schools (composed of about five to eight schools). Each of the CBTs carried out a training program for the schools in their clusters aimed at providing the school community (principal, teachers and parents) with the skills to identify their needs for OVC and write proposals. Based on the training, the school communities conducted a needs analysis to identify OVC needs for their school and then developed their grant proposal based on the needs analysis.

A total of eighty proposals were funded from the six target regions through four rounds of funding during 2006, with a total of approximately 12,000 OVC to benefit. The first school-community projects began implementing the proposals in March 2006. By February 2007, a number of programs in the first cohort had been operating for several months, spending the early months on planning, acquiring materials and equipment, building storage facilities, etc. We conducted field visits to five of those programs as preparation for designing the monitoring system. The field visits focused on the challenges in operating the program and the results

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[8] The BES 3 project is implemented by the Academy for Educational Development (AED), a Washington DC based development contractor.

observed by school officials and the program implementation team. This "situational analysis" was aimed at identifying what was important to address in the design of the monitoring system.[9]

Aims of the Small Grants Program
The Small Grants Program specified the following three aims for providing support to OVC:

1. *Increase school retention*: Support OVC to remain in school and continue schooling at the same levels as non-OVC.
2. *Ensure quality of learning environments*: Since OVC in school are in most cases not able to pay for school development fees, the schools with the most OVC suffer the consequence of not having enough funds for the purchase of teaching and learning materials (e.g., text books and stationery). This negatively impacts the quality of learning experience for all children in such schools. The small grants fund compensates the schools with high proportions of OVC for lost income.
3. *Improve learner performance*: OVC in schools that are benefiting from the vulnerable school support program as well as other interventions such as school feeding, psychosocial support etc, should not only be able to remain in school, but should be able to maintain an acceptable level of learning achievement as measured by school level assessment.

In order to track progress relative to each of these aims across all eighty program sites, a monitoring approach was needed that would provide tools for primary data gathering. Furthermore, the monitoring system would need to give results back to the school community on a regular basis and in a format that would allow them to strengthen the program. In addition, there needed to be a mechanism to support the program implementation teams at each school to develop their thinking about what would make an OVC support program in their community most effective, how to respond to changes in the community (such as the startup of other OVC support programs to which linkages could be made), and how to sustain the program long-term. All together, these requirements pointed to the need for a monitoring approach that engaged the thinking and knowledge of the staff implementing the program in addition to tracking program operations and outcomes over time.

What is participatory monitoring?
Typically, program monitoring is a data gathering and reporting process that is commonly coupled with program evaluation to provide periodic assessments of whether programs are effective in achieving their stated goals.[10,11] Monitoring is a key aspect of program evaluation because it provides a mechanism for visibility on program processes and outcomes at the beginning and intermediate stages of program implementation. This makes it much more likely that the right kind of improvements can be targeted and that programs will be strengthened at earlier stages. The alternative is to wait until a program has matured and to retrospectively assess its success at achieving its goals. Future funding is often linked to successful evaluation outcomes. However, this does not support program strengthening in the earliest stages, which would increase the likelihood of successful outcomes. Effective program monitoring makes it

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[9] Described in Part 2

[10] Owen, John M. (2006). *Program Evaluation: Forms and Approaches* (3rd ed). New York: Guilford Press.

[11] Chelimsky, Eleanor (Oct 1994) Evaluation: where we are. *American Journal of Evaluation*; vol. 15: pp. 339-345.

possible to implement changes that come out of the visibility created by the monitoring process during the early and intermediate stages of a program's development.

In developing an effective monitoring system, a key challenge is to find appropriate early and intermediate indicators of program success. What is the best way to find out if program processes are working effectively? What are the best intermediate indicators of key program outcomes? Participatory monitoring involves the program staff and other key stakeholders in identifying indicators appropriate to a particular community and program environment that will provide the most useful feedback for improving the program. In addition, the people implementing the program on the ground, as well as those supporting them, can make better use of the monitoring data if they play an active role in collecting it. They know the specific challenges that their program faces, and they understand the context of the larger community better than an outside consultant who is charged with designing the monitoring system.

Participatory monitoring is an approach to data gathering and reporting during early and intermediate stages of program development that builds on the knowledge and experience of the local teams who have the responsibility of implementing the program.[12,13] By engaging the program team and other stakeholders in a data gathering process that is meaningful to their needs and goals for the program, participatory monitoring provides a highly effective infrastructure for program strengthening. By reflecting on and analyzing the effectiveness of program processes and outcomes, team members, beneficiaries and other stakeholders have the opportunity to engage in practical learning. More broadly, participatory monitoring and evaluation (PM&E) is a process through which stakeholders at various levels engage in monitoring or evaluating a particular project, program or policy, share control over the content, the process and the results of the M&E activity and engage in taking or identifying follow-up actions.[14]

The need for participatory monitoring in the OVC Small Grants Program
In order to assess progress toward the goals of the OVC Small Grants Program, the monitoring system needed to track information related to program operations and outcomes, but also to engage school and community members in using that information to strengthen program quality. After all, it would be the responsibility of the local project team to make the program sustainable beyond the funding period. Given the large number of program sites (80), we needed a monitoring process that could be supported by the Community Based Trainers (CBTs) and that could be adapted to each specific community context. At the same time, it needed to provide robust and comprehensive data for external reports. Not only was it important to monitor program operations, it was also critical to track how learners progressed in their school attendance, health and school performance over time. The more the local project team could be aware of the connection between program operations and learner outcomes, the more they would be able to adjust the program to fit the changing needs of OVC in their community. Participatory monitoring provided an appropriate infrastructure for future innovation and sustainability.

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[12] John Gaventa, Victoria Creed, Janice Morrissey, 1998). Scaling up: Participatory monitoring and evaluation of a federal empowerment program. *New Directions for Evaluation.* Volume 1998, Issue 80, Pages: 81-94.

[13] Estrella, Marisol and John Gaventa (1998) Who Counts Reality? Participatory Monitoring and Evaluation: A Literature Review, IDS Working Paper No. 70, Brighton: Institute of Development Studies.

[14] See World Bank website on Participation and Civic Engagement, http://web.worldbank.org).

In the case of a locally implemented program like the OVC Small Grants Program, the regional management staff who oversee program implementation are also critical in the design and operation of an effective monitoring system. Their perspective spans the many different program sites, as well as the larger goals of the funding organizations. In designing a participatory monitoring system for the Small Grants Program, we relied on the feedback from the field visits with school and community program staff as well as the direct involvement of the BES 3 regional staff in charge of managing and supporting the Small Grants Program.

Based on the needs we identified for the monitoring system, the monitoring approach was designed to:
1. *Support assessment of progress toward program goals*, by collecting and reporting information to allow assessment of the above three goals (**Core Monitoring**)
2. *Improve OVC support programs* through participation of school and community members in reflecting on OVC program operations and the changing needs of OVC in each community (**Formative Monitoring**)
3. *Track program impacts at the level of individual learners* by constructing profiles of individual learners to portray how the program is experienced and whether it results in gains in school performance and retention (**Learner Profiles**)

Part 2: Design and Rationale

Overview

This section describes the design process and rationale used to develop the monitoring system. The following table summarizes the design process:

Design process for the OVC Support monitoring system

Steps	Description
Situational analysis	Conducted field visits and perform a situational analysis of five programs in order to develop specifications for the monitoring system
OVC program standards	Reviewed existing standards set by PEPFAR (OGAC)[15], the Namibian government and NGOs involved with OVC programs; identified key standards to integrate in the monitoring system as well as best monitoring practices
Core Monitoring	Developed data collection tools and procedures for tracking learner school outcomes, learner retention, and program quality
Formative Monitoring	Developed tools and procedures aimed at improving program quality through engagement and reflection by the implementing team at each site
Learner Profiles	Developed tools and procedures for building profiles of individual learners to better understand program impacts and ways to improve based on OVC needs
Field testing and revision	Conducted field tests of primary monitoring tools: *Program Monitoring Questionnaire & Initial Quality Review* and made needed revisions

Situational analysis

We completed site visits with five projects during February 2007.[16] The primary goals of the site visits were to understand the challenges as the projects started up operations and the needs of the project committee for monitoring operations and impacts. At each site, we met with the school principal, project committee, and volunteers from the project. If operations had already begun, we also tried to observe the project in action and the locations where key activities took place. The main activities of these projects were feeding, provision of school uniforms, or both. The following questions were asked at each site as the basis for the situational analysis:

- What are the goals of your program? What needs are you hoping to address? How were those needs being met in the community before you wrote the proposal?
- What is the plan for operating the program?
- Who will be involved in carrying out each of the different activities of the program?
- Where do the supplies for the program come from?
- What is your goal for [*number of children fed each day/ number of children getting uniforms*]? What else do you hope will happen in addition to this? [*secondary/indirect goals*]?
- What are you most pleased with right now? What is working well?
- What are the specific challenges you have had so far? What challenges do you expect in the near future?
- What problems do you see orphans having in school? Which problems will this program help with?

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[15] President's Emergency Plan for AIDS Relief; Office of Global AIDS Coordinator, see http://www.state.gov/s/gac/

[16] The sites were: Onankali, Amakali, Amwaanda, Sauyemwa, and Ncagcu

- Do OVC get treated badly by other children? Common or not common?
- How many members of the project committee are caregivers of orphans? Caregivers of orphans only?
- Has there been input from OVC on the program? How will this program link to NGOs?

We also asked for the various kinds of recordkeeping to be shown and described.

The site visits were critical for informing the areas the monitoring system needed to address and the strategy that would be most effective for carrying out the monitoring process. We discovered that simply having a conversation with project team members about how they were thinking about the program and its challenges was itself supportive of program quality improvement. This insight provided the basis for the Formative Monitoring component. We also discovered that a wide range of issues needed to be addressed in each site to ensure program quality, though several key issue areas recurred across sites. Some needed to address basic program operations, particularly recordkeeping. All faced sustainability challenges – in terms of both volunteers and the program in the future. Almost all of the projects had been started by community members and school personnel who brought little or no experience to running a program and sustaining it over time. Thus, the monitoring system provided the potential for supporting these teams in developing their *practice* of operating a program, as well as improving the quality of the program itself. This led to the link between Core Monitoring, intended to track program quality and outcomes over time, and Formative Monitoring, a supportive process of engaging program teams in conversations about quality issues, challenges and shifting needs of OVC in their community.

One of the most powerful outcomes of the site visits was our awareness of the gap between what any one project could do to provide OVC support, on one hand, and the comprehensive needs that these children have, on the other. For example, we asked whether HIV testing could be somehow connected with the program, and were met with the response that this was the family's responsibility, not the school's.[17] Knowing that many infected OVC go untested when the disease is in its earlier, more treatable stages, we saw the opportunity for OVC support programs to develop linkages with local NGOs involved in HIV testing. These NGOs could then work with caregivers on understanding the importance of testing the children. This could be done without comprising the privacy of OVC or their families concerning HIV status.. Similarly, we saw the potential for the OVC support programs to forge additional linkages to NGOs involved in supporting income generation for caregivers of OVC, providing psychosocial support to OVC, etc.

One issue that kept recurring as we observed programs and talked to volunteers was the challenge of how to target services to OVC without stigmatizing them by singling them out. This seemed particularly difficult for feeding programs. The worse case we saw was a program that called out OVC's names and made them come, one-by-one, inside a fenced enclosure to be given their food supplement (a piece of freshly baked bread). A large crowd of other children, both younger and older, pressed against the fence, watching intently, many of whom were not included in the feeding program. The children coming out with their bread were immediately set

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[17] According to Nambia's national policy on HIV/AIDS in the education sector, schools are prohibited from requiring HIV testing; however, our question was aimed at exploring the OVC program as an opportunity for linkages to groups doing voluntary testing.

upon by larger children. We saw the bread being taken away, or children trying to hide their bread, their faces filled with vulnerability. This predator-prey dynamic clearly pointed to a key challenge the program needed to solve. The next day, we visited an innovative program that had worked out a creative solution to this problem by providing food supplements during an established meal period, when all learners ate food at the same time – some from home and others from boxes provided in a sensitive way by the teacher. Everyone had similar food, just the source of the food differed.

The field visits were critical for helping us develop a more in-depth understanding of key program development and quality improvement issues that needed to be tracked over time. Just as important, we witnessed how useful it was for project committee members to talk through their experiences and decisions about how to operate the program. We concluded that the monitoring system should include the collection of information about different aspects of the program, as well as the opportunity to talk through challenges and brainstorm solutions. Given the range of issues we encountered, we realized the monitoring process would need to be organized into modules, each addressing a particular aspect of the program.

Summary of Program Issues (5 sites)

Core program services	Feeding (3) Uniform provision (4)
Stage of program development	Preparing to start (1) Operating 2-6 months (4)
Current number of OVC receiving services	Feeding 313 Uniforms 216
Stated challenges	Volunteer sustainability; sustaining community participation; isolation of OVC; program facilities
Observed quality issues	Efficient/effective program operation; linkages to health care and psychosocial support; record-keeping; volunteer development/incentive; singling out OVC

Quality standards
Although collaborative projects initiated and operated by community-school teams are not the norm in the literature on OVC support programs, we identified a number of useful resources to inform the design of the monitoring system. Prior to embarking on the field visits, we compiled and analyzed the most relevant quality standards and monitoring guidelines. Standards and guidelines that applied directly to community-based programs were built directly into the monitoring system. In the case of national monitoring guidelines, our goal was to ensure that key indicators from all eighty OVC support programs could eventually be uploaded to the Namibian government's databases, which were under development at the time we were designing the monitoring system. The content of each set of standards and guidelines and the strategy for integrating them into the design of the monitoring system is listed in the following table.

OVC Program Quality Standards and Guidelines

Source	Standards/Guidelines	How addressed in design of monitoring system
OGAC guiding principles for OVC programs[18]	Guiding principles: 1. Focus on the Best Interests of the Child and His or Her Family 2. Prioritize Family/Household Care 3. Bolster Families and Communities 4. Nurture Meaningful Participation of Children 5. Promote Action on Gender Disparities 6. Respond to Country Context 7. Strengthen Networks and Systems; Leverage Wrap-Around Programs 8. Link HIV/AIDS Prevention, Treatment, and Care Programs 9. Support Capacity of Host-Country Structures	Monitoring system to include elements that address the relevant guiding principles.
USAID Outcomes and Quality Standards for Core Services[19]	• Minimum requirements for core program areas • Quality standards for program outcomes • Dimensions of quality	Built program requirements and quality outcomes into Formative Monitoring tools. Build dimensions of quality into Core and Formative Monitoring tools
OVC Monitoring Toolkit[20]	• Key indicators • Needs assessment • Monitoring tools	Relevant monitoring areas include counseling, behavior change, center-based support (including school-based meals and uniforms)
Namibia Plan for National Multisectoral Monitoring and Evaluation of HIV/AIDS[21]	Country-level indicators: • by region and sex • # receiving life skills education • # HIV-tested • # on ARV • # good ARV adherence • # OVC receiving PSS, nutritional, material support • # persons trained in providing OVC support • # new OVC enrolled for care/support • N$ budgeted for OVC activities • N$ spent for OVC activities	Some indicators not relevant to school-community OVC support programs; monitoring system will report on those that are relevant (e.g., # OVC receiving PSS, nutritional, material support) to upload to national database Use common ID codes to be able to integrate data into national database

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[18] (PEPFAR, 2006) *Orphans and Other Vulnerable Children Programming Guidance for United States Government In-Country Staff and Implementing Partners*. The President's Emergency Plan for AIDS Relief Office of the U.S. Global AIDS coordinator.

[19] (Yates D, October 2006) Outcomes and Quality Standards for Core Services; an initial guideline for partners in Namibia working in support of orphans and vulnerable children, Family Health International-Namibia. See also (Yates, D, September 2007) Standards-Based Quality Improvement: A process report from organizations working with orphans and vulnerable children in Namibia, Family Health International-Namibia/USAID.

[20] (Namibia Resource Consultants, December 2002). OVC Monitoring Toolkit, Family Health International.

[21] (Namibia Ministry of Health and Social Services, 2006). National AIDS Co-ordination Programme. Response Monitoring and Evaluation, Windhoek, Namibia, http://www.unaids.un.na/unaids-capacity-.htm

Namibia Plan of Action for OVC 2006-2010[22]	Country-level indicators: • Ratio of OVC to non-OVC (target of 1:1) • # OVC receiving food assistance • # OVC exempted from school fees, exam fees, uniforms • # OVC benefiting from programs by region & gender • Children's perspectives used in program design & decisions • # networking activities to share information about good practices	For relevant indicators, report out to national database as above
Namibia National Policy on HIV and AIDS for the Education Sector[23]	Guiding principles related to OVC, including that "heads of educational institutions should work to develop networks of support for orphans and vulnerable children and should use available resources both in the institution and outside it" (Section 7, page 5).	Monitoring system to encourage schools to take lead role in building linkages to other OVC resources via the school-based OVC support program (included in Formative Monitoring, Linkages module)

These existing guidelines and standards were integrated with the findings from the situational analysis described above. A key challenge for the design of the monitoring system was how to support the development of program quality so that quality standards could be achieved within a reasonable period of time. Another issue faced by the design team was how to avoid imposing standards from the outside, and instead, facilitate local program teams to develop at a similar level of quality through their own process of review, problem-solving and innovation.

Design of the Monitoring System

Components. It was clear from the site visits and review of existing standards that the monitoring process would need to build in data gathering as well as targeted discussions about challenges and improvements to support the development of program quality. Furthermore, while the central monitoring goal could be realized by collecting core monitoring data on program operations and results, and quality improvement could be driven by formative monitoring discussions, neither would directly address experiences and impacts on individual OVC. In order to supplement monitoring activities to include data gathering at the level of individual OVC, we added a third component to the monitoring system: learner profiles. The goal of this component is build profiles of needs and impacts for a subgroup of individual OVC. These individual profiles could be compiled into a "dashboard" that could be reviewed at intervals along with the program-level information.

Quality areas. Because of the wide range of information gathering implicated by both the situational analysis and established standards for OVC programs, it became clear that the overall monitoring system should be organized into a series of quality areas. Quality areas would be addressed individually or in combination, as determined by a local project team. The goal was to

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[22] (Ministry of Gender Equality and Child Welfare, October 2007), Namibia National Plan of Action for Orphans and Vulnerable Children, 2006-2010, volume 1, Windhoek, Namibia, http://www.unicef.org/infobycountry/namibia.html
[23] (Namibia Ministry of Education, January 2003) National Policy on HIV and AIDS for the Education Sector, Namibia, http://www.safaids.net/?q=node/434

make data collection easier, as well as insuring that the monitoring system adequately addressed each quality area. We organized the issues that needed to be addressed by the monitoring system into five quality areas (see table below). Each component of the monitoring system was designed to address the five areas, though in different ways appropriate to the purpose of the component. The Core Monitoring tools track key indicators within each category at appropriate intervals (each school term or each year). Formative Monitoring tools are aimed at engaging program teams, one quality area at a time, in problem-solving discussions about challenges and improvements needed to improve program quality. Learner Profile tools compile the most central information from each category related to a sub-sample of individual learners in order to build a "dashboard" of program quality and impacts at the level of the OVC.

Quality Areas by Monitoring System Component

Quality Area	Core Monitoring	Formative Monitoring	Learner Profile
Basic operations	• Program-specific quality indicators • School-program interface; OVC increase • Project management • Volunteer staffing & participation • Program reach • Recordkeeping	Work with program committee to review/improve project management, staffing, record-keeping, treatment of OVC during program operation, volunteer recruitment, appreciation & incentives, OVC participation, service-specific quality review	• Services received • Experience of services and program environment
External Linkages	• Healthcare/HIV testing support • Support caregivers to get government orphan grant • Links to microfinance programs for food support • Links to sport	Help school/program committee identify sources of local support for caregivers to get orphans tested for HIV; sponsor caregiver training on child health & workshops on applying for orphan grant; refer caregivers to local microfinance programs; referrals to feeding programs	• Favorite activities • Learner's HIV status; family history • Caregiver support: orphan grant, income generation • Caregiver education on orphan care
Psychosocial Support	• Use of teachers trained in basic OVC counseling • Referrals to counseling • Support to caregivers for good treatment of orphans	Work with school to review teacher training in counseling, procedures for counseling referrals Caregiver workshops on treating orphans equally to other children	• Learner's experience of social life and school environment • Assess grief level
Sustainability	• Community engagement strategy	Work with program committee to balance OVC service delivery with funding and community participation;	• Caregiver participation in program

	• Income generation strategy • Community partnerships • Volunteer sustainability • Community contribution	strategy for increasing volunteer pool, development of community ownership, strategy for community contribution, transfer of knowledge for new members of project committee/ school board	
Outcomes	• Aggregate OVC school attendance during term • Retention rate • Average grades • Rate of sleeping episodes; concentration problems; other behavior issues • Observation of OVC treatment by other children; by teachers and program staff • Community outcomes: capacity building, participation	Work with program and school to use program operations more effectively to improve school outcomes. *(Integrated throughout participatory modules)*	• Individual school attendance during term • Retention • Grades • Sleeping episodes; concentration problems; other behavior issues • OVC experience of treatment by other children; by teachers and program staff • Caregiver skills training; participation in program

Development of monitoring tools. The design of the monitoring tools themselves began with compiling a list of issues within each quality area. These issues were drawn directly from the situational analysis and established standards/guidelines for OVC programs. They were then mapped onto each component of the monitoring system and the design team determined how each issue should be included in Core Monitoring, Formative Monitoring, and Learner Profiles. From this, the instruments within each component were drafted, and an audit was done to check how quality and outcome issues connected across the three components.

Pilot test. The central instruments, the *OVC Support Program Monitoring Questionnaire* (Core Monitoring) and *Initial Quality Review* (Formative Monitoring), were pilot-tested in five schools, two from the Kavango/Caprivi region and three from the Ondangwa region.[24] The pilot testing procedure provided approximate time estimates for each instrument, as well as revisions needed to clarify specific questions. These visits gave the design team a sense of how the monitoring process would be received and how it could be made more efficient – for example, which records could be assembled in advance of the monitoring session. The pilot testing was conducted by the two regional managers who were in charge of project implementation across all

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[24] The field test was done with two feeding programs, one from each region, and three uniform programs.

eighty sites. This provided them with a first-hand experience of the monitoring process and informing them in how to train and deploy other staff who would be involved in the process.

Implementation procedures. In developing the implementation procedures for the monitoring system, we sought to involve regional school administrative personnel, particularly in efforts to support community and school program teams to improve program quality. The goal was to institutionalize the monitoring process within the school system in order to make it sustainable and connected to broader school initiatives. In addition, the monitoring system was designed to incorporate community-based trainers (CBT) in the monitoring process in order to increase community ownership and long-term viability of both the OVC support programs and the quality improvement process.

Summary. The monitoring system was designed to provide tools for a participatory process aimed at tracking and improving program quality. By engaging school-community teams at each of the eighty program sites on a routine basis, the monitoring process is embedded in the practice of those carrying out the OVC support programs. The goal is to provide the most accurate tracking data possible while placing the site teams at the center of the quality development process. Pilot testing showed the most central monitoring tools to be feasible. The implementation of the full set of monitoring tools is carried out by community-based trainers (CBT) and assisted by school circuit staff, thus institutionalizing the monitoring process in the school and community infrastructure. The monitoring tools are scheduled according to the Implementation Guidelines[25] and modified as needed. Part 3 presents the Participatory Monitoring Toolkit and provides detailed guidance for the use of each tool. The actual tools are found in the Additional Resources section.

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[25] See Additional Resources section of this report.

Part 3: Participatory Monitoring Toolkit

This section presents the Participatory Monitoring Toolkit, including an overview of each tool, the specifications for each, and the procedure for using each tool. The three components of the Toolkit are summarized in the following table[26].

✪ = tool meets the criteria

Tool	*Lends itself to Participation by Program Stakeholders in Use & Modification of Tools*	*Requires Two Days or Less of Training*	*Can Collect and Analyze Data in one Week or Less[27]*	*Provides numerical quality scores or indicator levels[28]*	*Provides information that is easily interpreted and used for program modifications*	*Can Generally be Conducted with Existing Staff*
1) Core Monitoring: *1A: OVC Support Program Monitoring Questionnaire* *1B: Program Observation Checklist*		✪	✪	✪		✪
2) Formative Monitoring: *2A: Initial Quality Review* *2B: Monthly Workplan*	✪	✪	✪		✪	✪
3) Learner Profiles *3A: Caregiver Interview* *3B: Learner Interview* *3C: Classroom Observation & Teacher Interview*		✪	✪			✪

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[26] Adapted from FANTA, http://fantaproject.org.

[27] Only possible for an individual program, not all grantee sites in the Small Grants Program for OVC support.

[28] Not yet developed

1A: OVC Support Program Monitoring Questionnaire (PMQ)
(Core Monitoring)

Purpose: This tool provides information on the quality of key processes in the OVC support program, and how the quality changes over time. It provides input to the *Initial Quality Review* by pointing out areas where program quality can be improved.

How it Works:
  ➢ **Personnel Used to Collect the Data**: The team who collect the data are literate and are responsible for supporting the school-community program teams (this can include BES PEPFAR staff, CBTs, UTN Lead Trainers, and local school circuit staff, including inspector, resource teachers, advisory teachers). There can be one or more interviewers who administer the questionnaire (e.g., one person asking the questions, another writing). Key members of the Project Committee and School Board are interviewed to provide the information. This should minimally include the Principal, Chair of the School Board, and Chair of the Project Committee.

  ➢ **Type of Data Collected**: The questionnaire is a series of checklist and short answer questions about the quality of project operations, external linkages to related support programs, psychosocial support/counseling, learner outcomes, and long-term program sustainability.

  ➢ **Frequency of Data Collection:** Data are generally collected once per term or minimally once per year, shortly after the start of the new term. The questions are answered relative to the current term or the previous term, as specified by the question.

  ➢ **Methodology**: This is a question-and-answer tool designed to provide quantifiable information about various aspects of program operations, staffing, and performance. Currently it can be used for feeding programs, sewing programs, or a blend of the two. The purpose is to monitor and improve performance, and to encourage the school and community project staff by highlighting areas of growth and improvement. Areas of needed improvement can be identified through a discussion of the information provided for the questionnaire (see *Initial Quality Review* and *Monthly Workplan* tools).

    Two full days of training are needed to learn how to administer the *OVC Support Program Monitoring Questionnaire*, *Initial Quality Review* and *Monthly Workplan* tools.

    On the day the questionnaire is administered, the team visiting the site should meet with the representatives of the Project Committee and School Board to explain the purpose of the questionnaire (to help the program improve; to provide funding agency with information about results) and discuss any questions about the monitoring process. Then the interviewers go through the questionnaire, encouraging different people to speak and encouraging discussion. If the higher-status members of the school-community team are dominating, the person asking the questions should make a point of drawing out the quieter members of the group.

    The monitoring team shows enthusiasm for the OVC support program, compliments the staff on the things that are going well, and doesn't criticize or judge areas that need

improvement. The assumption is that the program is a work-in-progress and there is always something to learn and something that can be improved. The monitoring team finds opportunities to ask questions, to show interest in the program (for example, if the program team has thought about doing something differently, though more in-depth discussions about improvements are best saved for the *Initial Quality Review* or *Monthly Workplan* discussions).

If the *Initial Quality Review* and/or *Monthly Workplan* are done on the same visit as the *OVC Support Program Monitoring Questionnaire*, the interviewer makes notes from the discussion about areas needing improvement, etc. and then carries these into the *IQR* and/or *MW* discussions.

If the answer to a question is not known by any of the school or community members present, then the interviewer asks who might have that information. If no one knows the answer, then "Unknown" is written in the space on the form. It's important that zero is recorded differently than an unknown answer. The interviewer indicates '0' in place of "Unknown" if the answer is zero.

Once the questionnaire is completed, the interviewer asks the school-community team to mention any areas they think need to be improved. This offers a moment for them to reflect and allows the experience of answering the questions end on a constructive note. The interviewer is encouraged to mention the things that are going well and summarize the areas that the school-community team say they want to improve. This leads naturally to the *IQR* or *MW* if they are administered on the same visit.

The data from the *Program Monitoring Questionnaire* are entered into a data file maintained by the BES 3 project, preferably using already-established identifiers for each participating school. This allows the OVC monitoring data to be linked to other monitoring datasets. Simple descriptive summaries can easily be calculated in Excel or a statistical software program. The report of the *PMQ* data presents the data summarized from all of the participating schools. The data can be used to assess the growth of the number of OVC served by the programs, the increase (or decrease) in volunteers, the improvements made in recordkeeping, etc. The information from an individual program can also be reviewed to identify strengths as well as areas that need improvement.

1B: Program Observation Checklist (POC)
(Core Monitoring)

Purpose: This tool is filled out near the time of the *OVC Support Program Monitoring Questionnaire* (*PMQ*) for the purpose of adding observational information to the questionnaire data. Similar to the *PMQ*, the results from the *POC* provide input to the *Monthly Workplan* tool.

How it Works:

➢ **Personnel Used to Collect the Data**: A trained community representative (such as the CBT) carries out the observation and checks off the checklist. The checklist can be discussed with the Project Committee and/or School Board to make them familiar with its purpose of identifying ways the program could be strengthened.

➢ **Type of Data Collected**: The *POC* is an easy-to-use checklist consisting of items about the observable functioning of the program.

➢ **Frequency of Data Collection:** Parallel to the *PMQ* tool, data for the *POC* are generally collected once per term or minimally once per year, shortly after the start of the new term. The *POC* should be done at the time or close to the time that the *PMQ* is done.

➢ **Methodology**: This is a checklist tool designed to provide quantifiable information about observable aspects of program operations. It includes questions related to specific aspects of feeding programs and uniform programs. The purpose is to monitor and improve performance, and to identify areas of strength as well as areas where improvement is needed.

Two full days of training are needed to learn how to administer the *OVC Support Program Monitoring Questionnaire*, *Initial Quality Review* and *Monthly Workplan* tools.

The observation and completion of the checklist occur during a time when the program is in actual operation. The observer spends at least 30 minutes observing the program when it is operating. For a food program, this is during a time when the food is being prepared and served. For a sewing program, the observation occurs at a time when the uniforms are being distributed. If possible, the observation begins before the distribution starts when learners are still in their classrooms. Of particular interest is whether OVC are singled out in front of other learners.

The questions are answered relative to the time of observation only. The observer does not record answers for anything that is not observed directly.

Before and after the observation, observer shows interest in the OVC support program, compliments the staff on the things that are going well, and doesn't criticize or judge areas that need improvement. The assumption is that the program is a work-in-progress and there is always something to learn and something that can be improved. The observer finds opportunities to ask questions and offer encouragement.

The data from the *Program Observation Checklist* are entered into a data file maintained by the BES PEPFAR project, preferably using already-established school identifiers for each participating school. This allows the OVC monitoring data to be linked to other monitoring datasets. Simple descriptive summaries can easily be calculated in Excel or a statistical software program. The report of the *POC* can be integrated with the *Program Monitoring Questionnaire,* summarizing data from all of the participating schools. The data can be used to identify programs with better operations and better treatment of OVC, as well as tracking improvements from year to year. Programs with better operations and/or treatment of OVC can be invited to offer peer feedback to other programs. The information from an individual program can also be reviewed to identify strengths as well as areas that need improvement.

2A: Initial Quality Review (IQR)
(Formative Monitoring)

Purpose: This tool generates a discussion about the program aimed at identifying the program's strengths as well as areas needing improvement. The results from the *IQR* provide input to the *Monthly Workplan* tool.

How it Works:

➢ **Personnel Used to Collect the Data**: The staff who collect the data are literate and have a supportive working relationship with program teams (this can include BES PEPFAR staff, Resource Teachers, and CBT). They are familiar enough with the program that they can engage the Project Committee in a productive conversation about various aspects of the program. The tool can be administered by one person or by a team of two (one person asking the questions, the other one writing). Members of the Project Committee provide the information, though members of the School Board are present if appropriate.

➢ **Type of Data Collected**: The *IQR* tool is a semi-structured interview and discussion protocol consisting of questions about the quality of project operations, external linkages to relevant programs in the community, psychosocial support/counseling, and long-term program sustainability. The purpose of the questions is to identify the areas of strength and those that can be improved. Thus, the data are really the areas of improvement that are identified by the discussion that arises from the questions in the tool. The discussion is recorded as notes rather than as answers to specific questions.

➢ **Frequency of Data Collection:** Data are generally collected once per term or minimally once per year, shortly after the start of the new term. The questions are answered relative to the current term or the previous term, as specified by the question.

➢ **Methodology**: This is a question-and-answer tool designed to provide quantifiable information about various aspects of program operations, staffing, and performance. Currently it can be used for feeding programs, sewing programs, or a blend of the two. The purpose is to monitor and improve performance, and to encourage the school and community project staff by highlighting areas of growth and improvement. Areas of needed improvement can be identified through a discussion of the information provided for the questionnaire (see *Initial Quality Review* and *Monthly Workplan* tools).

Two full days of training are needed to learn how to administer the *Program Monitoring Questionnaire*, *Initial Quality Review* and *Monthly Workplan* tools.

The interviewer shows enthusiasm for the OVC support program, compliments the staff on their efforts and the things that are going well, and doesn't criticize or judge areas that need improvement. The assumption is that the program is a work-in-progress and there is always something to learn and something that can be improved. The discussion by the staff plays a big role in the quality improvement process. By developing the approach to addressing quality issues, staff can see their ideas put into action and advance in their ability to solve problems and carry out the goals of the program.

The information recorded on the *IQR* does not need to be recorded in a data file. The purpose is to identify the quality areas where the program could be strengthened. However, if there is some reason to assess the quality improvement process, some of the information on the *IQR* could be entered into a data file for analysis. For example, the issues that are identified could be summarized across programs, so that programs in the same region that are tackling the same issues could offer peer support to one another, attend workshops by BES PEPFAR staff, etc.

2B. Monthly Workplan (MW)

Monthly Progress Assessment – look in notebook for info. Also End of Term – can skip?

Purpose: The *Monthly Workplan* tool follows the *Initial Quality Review* in each quality area. The Interviewer and Project Committee identify the issues in that area that should be addressed in order to improve the quality of the program. Up to 3 of these issues are selected as priority issues for the upcoming month and there is a discussion about how best to address them. The same tool is repeated the following month to assess whether those issues have been addressed sufficiently, and a new workplan is developed for the upcoming month. Once all the issues have been addressed, the project is ready for the *IQR* in a new quality area.

How it Works:

➢ **Personnel Used to Collect the Data**: The staff who collect the data are literate and have a supportive working relationship with program teams (this can include BES 3 staff, RT - Resource Teachers, and CBT - Community Based Trainers) are the Interviewer(s) for the *Monthly Workplan*. They are familiar enough with the program that they can help the Project Committee review the quality issues they are working on and identify the next set of issues to address.

➢ **Type of Data Collected**: The *MW* tool is a worksheet with areas for indicating the issues that were identified in the previous visit as needing improvement and how they are being addressed. The Interviewer brings the current *IQR* to each visit plus the previous month's *Workplan*. If this is the first *MW* after the *IQR*, the first 3 priority issues are identified and the approach to addressing them is outlined. Otherwise, the discussion follows up the issues that were targeted for improvement in the previous month, reviews progress, and identifies the issues that will be addressed in the upcoming month. The workplan thus tracks the issues identified by the *IQR* in each quality area and documents how they are addressed.

➢ **Frequency of Data Collection:** The tool is administered each month following the *Initial Quality Review*. Once the issues for that *IQR* have been addressed, the next *IQR* is done, and again there are monthly follow-ups. For example, the *Basic Operations IQR* is administered first. Once the issues identified for improvement in *Basic Operations* are addressed (this might take 1-3 months), the program staff chooses the next quality area to work on. Ideally, each program works through the four quality areas in the first year of operation.

➢ **Methodology**: This is a tracking tool designed to remind program staff of the areas of improvement highlighted by the *IQR* and support a discussion of how to address those issues in practice. The purpose is to engage the project staff by involving them in the formative evaluation process and deciding how improvements need to be made in order for the program to reach its goals.

   Two full days of training are needed to learn how to administer the *OVC Support Program Monitoring Questionnaire*, *Initial Quality Review* and *Monthly Workplan* tools.

The workplan ideally occurs at the end of the visit when the *IQR* is done – this is optimal because the issues have just been discussed. If this is not possible, the return visit for the *Monthly Workplan* occurs within a week. Subsequent visits occur at 3-5 week intervals. These dates are set at the end of each visit, and a reminder is given to the Project Committee within a week before the visit. The person or team filling out the workplan meets with representatives of the Project Committee and restates the purpose of doing the workplan (to follow up on specific ways to improve the program as identified by the *IQR*) and discuss any questions about how the *MW* tool works. The interviewer brings the *IQR* and previous month's *MW* (if in the same quality area) for reference. If the *IQR* has just been completed, the first set of priority issues are determined and recorded on workplan. If the Project Committee has already begun working on issues in a particular quality area, those issues are restated on the current month's workplan. As always, the interviewer encourages everyone to speak and engage in discussion. If the higher-status members of the school-community team are dominating, the interviewer makes a point of drawing out the quieter members.

The interviewer shows enthusiasm for the OVC support program, compliments the staff on their efforts and the things that are going well, and doesn't criticize or judge areas that need improvement. The assumption is that the program is a work-in-progress and there is always something to learn and something that can be improved. The discussion by the staff plays a big role in the quality improvement process. By devising the approach to addressing quality issues, staff can see their ideas put into action and advance in their ability to solve problems and carry out the goals of the program.

The information recorded on the *MW* does not need to be recorded in a data file. The tool's central purpose is to track the quality issues that need to be addressed. However, if there is some reason to assess the quality improvement process, some of the information on the *MW* could be entered into a data file for analysis. For example, the issues that are selected to work on each month could be itemized and an analysis could summarize the frequency certain issues are prioritized across all programs in a given region. This could point to the need for a workshop on quality areas that are common, where sharing information across different sites could be beneficial.

3A: Caregiver Interview (C-Int)

Purpose: The *Caregiver Interview* collects data directly from the caregivers of a subgroup of OVC in order to track the learner's health, support received by the caregiver, and services received by the learner. The *Caregiver Interview* is a component of the Learner Profile monitoring data. Together with the *Learner Interview* and *Classroom Observation & Teacher Interview*, it provides a profile of key data about individual learners over time.

How it Works:

➢ **Personnel Used to Collect the Data**: A community member who is literate and works in support of the project team conducts the interview with caregivers (in BES 3 these are the CBT - Community Based Trainers). The data should be kept confidential.

➢ **Type of Data Collected**: The *C-Int* tool is a structured interview protocol consisting mostly of yes/no and multiple-choice questions about the learner's health, any support that has been received by the caregiver, and services received by the learner from the OVC support program.

➢ **Frequency of Data Collection:** Ideally each of the tools in the Learner Profile is administered twice per year with a representative subgroup of learners selected to be in the Learner Profile. At a minimum, it should be done once per year. As the Learner Profiles build up with data each year, it makes it possible to assess factors that may or may not relate to school retention and performance.

➢ **Methodology**: This is a question-and-answer tool that provides basic information about the learner from the viewpoint of the caregiver. In designing the Learner Profile section of the monitoring system, we believed that the learner's health and the level of support received by the caregiver were important factors in understanding the success of the OVC support programs. In addition, the caregiver's perspective on the services received by the learner from the program provides relevant program quality information.

One full day of training is needed to learn how to administer the Learner Profile tools, including the *Caregiver Interview, Learner Interview,* and *Classroom Observation & Teacher Interview*.

The interviewer works to establish rapport with the caregiver and explains that the purpose of the interview is to assess the impact of the program on the learner and to support the improvement of program quality.

Once the tool is completed, the data are entered into the Learner Profile dataset, using standard identifying codes for each learner and protecting confidentiality by use of such codes. The data from the *Caregiver Interview* are analyzed as part of the overall Learner Profile. Of particular interest might be questions such as: How is the program quality viewed? Are learners getting the services they need? Are certain kinds of programs having greater impacts on learners or on their caregivers and families? Are there unanticipated outcomes (e.g., increase in number of OVC tested for HIV)?

3B: Learner Interview (L-Int)

Purpose: The *Learner Interview* collects data directly from a subgroup of OVC in order to document the services received from the program, the learner's experience at school, and favorite activities and future aspirations. It also includes a standardized grief scale to assess the degree of grief-produced trauma. The *Learner Interview* is a component of the Learner Profile monitoring data. Together with the *Caregiver Interview* and *Classroom Observation & Teacher Interview*, it provides a profile of key data about individual learners over time.

How it Works:

➢ **Personnel Used to Collect the Data**: A community member who is literate and works in support of the project team conducts the interview with learners (in BES 3 these are the CBT - Community Based Trainers). The data should be kept confidential.

➢ **Type of Data Collected**: The *L-Int* tool is a structured interview protocol consisting mostly of yes/no and multiple-choice questions about the services received by the learner and how the learner views his/her school experiences. The grief scale is a 4-point rating scale.

➢ **Frequency of Data Collection:** Ideally each of the tools in the Learner Profile is administered twice per year with a representative subgroup of learners selected to be in the Learner Profile. At a minimum, it should be done once per year. As the Learner Profiles build up with data each year, it makes it possible to assess factors that may relate to school retention and performance. Any one of the tools in the LP may be administered on its own, though the monitoring system triangulates the information from all three.

➢ **Methodology**: This tool provides basic information about the learner from the viewpoint of the learner him- or herself. It shows learners they have a role in assessing quality and helping staff understand how to improve that quality. In designing the Learner Profile section of the monitoring system, we believed that the learner's experience of school and level of grief sustained as an OVC would shed valuable light on grade retention and performance.

One full day of training is needed to learn how to administer the Learner Profile tools, including the *Caregiver Interview, Learner Interview,* and *Classroom Observation & Teacher Interview*.

The interviewer works to establish rapport with the learner and explains that the purpose of the interview is to talk about the program with learners themselves so it can help them do well in school.

Once the tool is completed, the data are entered into the Learner Profile dataset, using standard identifying codes for each learner and protecting confidentiality by use of such codes. The data from the *Learner Interview* are analyzed as part of the overall Learner Profile. Of particular interest might be questions such as: How is program quality viewed by its participants? Are there factors such as grief that are related to their school performance and attendance? Do they aspire to complete school?

3C: Classroom Observation & Teacher Interview (COTI)

Purpose: The *Classroom Observation & Teacher Interview* collects data on the classroom environment of OVC learners and on their teacher's observations of the learner's physical, social, and psychological health. The *Classroom Environment & Teacher Interview* is the third component of the Learner Profile monitoring data. Together with the *Caregiver Interview* and *Learner Interview*, it provides a profile of key data about individual learners over time.

How it Works:

➢ **Personnel Used to Collect the Data**: A community member who is literate and works in support of the project team conducts the interview with teachers and carries out the classroom observation (in BES 3 these are the CBT - Community Based Trainers). The data should be kept confidential.

➢ **Type of Data Collected**: The *COTI* tool consists of a set of interview questions plus an observation checklist that include yes/no and multiple-choice items.

➢ **Frequency of Data Collection:** Ideally each of the tools in the Learner Profile is administered twice per year with a representative subgroup of learners selected to be in the Learner Profile. At a minimum, it should be done once per year. As the Learner Profiles build up with data each year, it makes it possible to assess factors that may relate to school retention and performance. Any one of the tools in the LP may be administered on its own, though the monitoring system triangulates the information from all three.

➢ **Methodology**: This tool provides basic information about the learner from the viewpoint of the teacher and in the context of the classroom. In designing the Learner Profile section of the monitoring system, we recognized that OVC are often experiencing stress, trauma, or low self-esteem, which interferes with their attention at school and relationships with their peers.

One full day of training is needed to learn how to administer the Learner Profile tools, including the *Caregiver Interview, Learner Interview,* and *Classroom Observation & Teacher Interview*.

The interviewer starts by establishing rapport with the teacher and explains that the purpose of the tool is to document the learner's behavior in the classroom environment and to add the teacher's perspective to the profile of data collected on a subgroup of learners participating in the OVC support program. The observation should be done for a minimum of 30 minutes or up to 60 minutes as is feasible.

Once the tool is completed, the data are entered into the Learner Profile dataset, using standard identifying codes for each learner and protecting confidentiality by use of such codes. The data from the *Classroom Observation & Teacher Interview* are analyzed as part of the overall Learner Profile. Of particular interest might be questions such as: Do learners with fewer behavior problems and more positive social interactions at school more likely to have better attendance and performance? Are teacher's perceptions of program quality consistent with those of the learners and caregivers?

Additional Resources

Return to Beginning of Report

A. Monitoring Tools

B. Implementation Guidelines for Monitoring Tools

C. Sampling strategy for Learner Profiles

A. Monitoring Tools
Return to Additional Resources

The following monitoring tools are attached:

 1) Core Monitoring:
      1A: OVC Support Program Monitoring Questionnaire
      1B: Program Observation Checklist

 2) Formative Monitoring:
      2A: Initial Quality Review
      2B: Monthly Workplan

 3) Learner Profiles
      3A: Caregiver Interview
      3B: Learner Interview
      3C: Classroom Observation & Teacher Interview

1A: PMQ

Program Monitoring Questionnaire

(Questions to be addressed to the Project Committee and School Board. This should minimally include the Principal, Chair of School Board, and Chair of Project Committee)

This questionnaire is a chance to take stock of the OVC program and how the program is operating. This information will help us to support you to meet your goals to improve school success for OVC. The survey usually takes ___ minutes to complete and covers 5 basic areas: Operations, Linkages, Psychosocial Support, Outcomes, and Sustainability (Sustainability administered by School Inspector). At this time, do you want to ask me anything about the questionnaire?

1. Date: ____/____/____   Starting time: _____ Ending time: _____

2. Questionnaire administered by (names): _____
_____

3. Present at the meeting (other than interviewer):

Name	Role	M/F

4. Name of school: _____ Circuit: _____

BASIC OPERATIONS

5. Type of services provided by program:
   (Check all that apply)
   ❏ Feeding
   ❏ Sewing uniforms
   ❏ Buying uniforms
   ❏ Other: (specify) _____

6. Number of OVC receiving services from the program <u>during current term</u>:
   ❏ Feeding program: _____ OVC per day   _____ days per week

❏ Uniform program: ____ # OVC receiving part/full uniform
____ Total # pieces made/bought
____ # OVC receiving shoes/socks
____ # OVC receiving other items (i.e., jerseys)
____ # OVC receiving repairs to uniform

❏ Other services: ____ # OVC receiving services <u>during current term</u>
(specify items/services received) _____

_____

7. School OVC increase: How many new OVCs are enrolled at this school (current term)?

	Total new OVC this term	New girl OVC	New boy OVC
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Totals			

8. Program staffing:
Total number of members currently on the Project Committee: _____

List type of role (cook, wood gatherer, chair, treasurer, sewer, etc.)	*# committee members in this role*

9. Program volunteers
Total number of volunteers <u>currently</u>: _____

Frequency of engagement	*# volunteers*
5 days/week	
3-4 times/week	
1-2 times/week	
1-3 times/month	
Multiple times but not regular	
One time only	
Other: (specify)	

10. Volunteer training
   Number of volunteers already trained in skills **as of current term** : _____

Type of training already received	*# hours*	*# days*

10a. Number of volunteers who will be trained in skills **during** current term: _____

Type of training to take place this term	*# hours*	*# days*

11. Food program only **(kcals can get filled in from food chart)**

Day of week	*Time*	*Type of food given*	*Quantity per child per feeding*	*Kcals per child per feeding*
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

12. Recordkeeping: Are records being kept?
   ❑ Yes   **(ask to see all records books)**
   ❑ No → Skip to #13

   What kind of records are kept?
   (check all that apply)
   ❑ Attendance at feeding program
   ❑ Uniform production/distribution (# made, # distributed, to whom)
   ❑ Record of community contributions
   ❑ Purchasing record
   ❑ Selling record
   ❑ Production record
   ❑ Other: (specify) _____

13. Program goals: What are the goals for the <u>current term</u>?

# uniforms made (pieces)	
# uniforms sold (pieces)	
# meals per day for OVC	
# meals per week for OVC	
# days per week selling food	
Other: (specify)	

EXTERNAL LINKAGES

Note: *All questions refer to* <u>previous term</u> *unless otherwise noted*

14. Healthcare and HIV testing
   # caregivers referred to OVC health training: _____
   # caregivers referred to HIV testing for OVC: _____
   # OVC on ARV treatment: _____

15. Government orphan grant
   # orphan caregivers who are receiving orphan grant: _____
   # Orphan caregivers not receiving grant: _____

16. Family economic strengthening
   # OVC caregivers participating in loan programs: _____
   # OVC caregivers referred to loan programs: _____

17. Sport
   # OVC participating in sport programs: _____ (current term)
   # OVC referred to sport programs: _____ (previous term)

18. AIDS clubs
    # OVC participating in AIDS clubs (e.g., Windows of Hope): _____ (current term)
    # OVC referred to AIDS clubs (e.g., Windows of Hope): _____ (previous term

19. Homework programs
    Does the school have an after-school homework programme?

20. Other
    # of OVCs participating in other <u>activities</u> not listed above: _____ (current term)
    # OVC participating other <u>organizations</u> not listed above: _____ (current term)
    # OVC referred to other organizations: _____ (previous term)
    Type of benefits received: (specify) _____
    _____

PSYCHOSOCIAL SUPPORT/COUNSELING

21. Referrals to psychosocial support or counseling
    # OVC referrals for PSS/counseling <u>previous term</u>: _____
    Is referral record kept?
    ❏ Yes   **(ask to see referral record)**
    ❏ No

22. Referrals by counselor
    # of OVC referrals made by counselor or social worker <u>previous term</u>: _____

Referrals by counselor to:	# OVC referred
Child protection unit	
Health services	
Councilor or headman (local governance)	
Other: (specify)	

23. Referrals by principal
    # of OVC referrals made by principal/teacher previous term: _____

Referrals by principal/teacher to:	# OVC referred
Child protection unit	
Health services	
Councilor or headman (local governance)	

Other: (specify)	

24. Treatment of orphans
   # caregivers given training in equal treatment of orphans <u>previous term</u>: _____
   (RACE coordinator or other)

OUTCOMES

Learner-level outcomes

25. School attendance and learner performance
Use OVC Tracking form to collect individual learner outcomes (copy school records wherever possible**)**
❑ Obtained records for OVC school attendance <u>previous term</u>
❑ Obtained records for learner performance

26. Learners retained current term (from previous term)
❑ Obtained records for # OVC from <u>previous</u> term who are attending during <u>current</u> term **(by grade and gender)**

Community-level outcomes

27. Number of community members on project committee <u>current term</u>:   (from Question 8 above) ____

28. Number of community members on school board <u>current term</u>: ____

29. Number of community members trained in skills <u>as of current term</u> (food safety, sewing, etc.): ____

30. Number of community members attending community meetings organized by the project committee <u>current term</u> (or most recent): _____

SUSTAINABILITY

31. Amount of income from the program <u>to date</u>: _____
   Amount of income <u>from</u> the program <u>previous term</u>: _____
      Amount of money <u>spent</u> by the program <u>previous term</u>:   _____
      Current balance: _____

32. Are financial records being kept?

❏ Yes   (ask to see records)
❏ No

33.   Community contributions during <u>previous term</u>:

What has been given? (money, food, loan equipment, labor, etc.)	By whom?	One time or more than once?	Likely to continue?
		❏ One time ❏ More than once	
		❏ One time ❏ More than once	
		❏ One time ❏ More than once	
		❏ One time ❏ More than once	
		❏ One time ❏ More than once	
		❏ One time ❏ More than once	
		❏ One time ❏ More than once	

34.   Fundraising program
   Does program have a fundraising program in the school development plan?
   ❏ Yes
   ❏ No

35.   Partnerships during current term

Name of partner	Type of partnership (exchange of services, selling agreement, etc.)	Item(s)	Quantity per month

36.   Volunteer sustainability
   # volunteers <u>currently</u> in a microcredit program linked to the OVC program (e.g., sewing) for personal income generation: _____

volunteers <u>currently</u> in income generating activity not linked to OVC program:_____

37.   Program support

Rating of quality provided (feel there is enough training; planning; ongoing support; reporting procedures)

Quality of support from:	*Frequency of contact rating*	*Rating of quality provided*	*Need more of… (specify)*
CBT	❑ Not enough contact ❑ Adequate contact ❑ High degree of contact	❑ High quality of support ❑ Adequate quality ❑ Low quality	
RT	❑ Not enough contact ❑ Adequate contact ❑ High degree of contact	❑ High quality of support ❑ Adequate quality ❑ Low quality	
BES staff	❑ Not enough contact ❑ Adequate contact ❑ High degree of contact	❑ High quality of support ❑ Adequate quality ❑ Low quality	

1B: POC

Program Observation Checklist

(Completed by CBT at or near the time of the Program Monitoring Questionnaire)

1. Date: ____/____/____

2. Completed by: _____

3. Name of school: _____ Circuit: _____

4. Starting time of this observation: _____
   Ending time of this observation: _____
   Total length of this observation: _____

BASIC OPERATIONS

5. During the program, how are OVC identified to receive services:
   (Check all that apply)
   ❏ Identified by name in front of mixed group (OVC and non-OVC)
   ❏ Identified by name from list in front of other OVC only
   ❏ Singled out as OVC
   ❏ Not singled out as OVC
   ❏ Other: (specify) _____

6. Treatment of OVC during program:
   (Check one box below)
   ❏ Treated kindly and with love by all staff
   ❏ Treated kindly and with love by some of the staff and unkindly/neutral by others
   ❏ Treated neutrally, not kindly or unkindly
   ❏ Treated unkindly
   ❏ Other: (describe treatment) _____
   _____

7. Feeding operation:
   (Check all that apply)
   ❏ OVC given food in enclosed area away from non-OVC
   ❏ OVC eat food in enclosed area away from non-OVC
   ❏ OVC eat food in classroom while non-OVC also eat
   ❏ OVC watched by non-OVC while queuing
   ❏ OVC watched by non-OVC while eating
   ❏ OVC spoken to by non-OVC while queuing/eating
        if yes, give example: _____
   ❏ OVC treated unkindly by other learners
   ❏ OVC treated unkindly by other adults

❏ OVC carry food away from food distribution site
❏ OVC seen giving food to other learners or followed by other learners

8. Uniform distribution:
    (Check all that apply)
    ❏ OVC given uniforms in area away from non-OVC
    ❏ OVC given uniforms in classroom in front of non-OVC
    ❏ OVC watched by non-OVC while queuing
    ❏ OVC spoken to by non-OVC while queuing
            if yes, give example: _____
    ❏ Treated unkindly

9. Food program (observation should be done before and during food distribution)
    # of OVC present during observation: _____
    Approximate quantity per child per feeding: _____
    Time of observed feeding: _____

10. Uniform program (observation should be done before and during uniform distribution)
    Total # pieces already made before today's distribution: _____
    # OVC receiving part/full uniform today: _____
    # OVC receiving shoes/socks today: _____
    # OVC receiving other items (i.e., jerseys) today: _____

11. Recordkeeping (observe whether recordkeeping is done during distribution)
    Did you observe recordkeeping being done during your visit?
         ❏ No
         ❏ Yes

    If Yes, what kind of recordkeeping did you observe?
    (check all that apply)
         ❏ Attendance at feeding program
         ❏ Uniform production/distribution (# made, # distributed, to whom)
         ❏ Other: (specify) _____

12. Staff and volunteers
         # of volunteers present during your observation: _____
         # of school personnel present during your observation: _____
    Approximate # of adults who spoke or interacted with each child receiving services:
    _____

2A: IQR

Initial Quality Review (IQR) Tool: BASIC OPERATIONS

(Questions to be addressed to the Project Committee with representation from the School Board as appropriate.)

1. **This tool is intended to generate a discussion about the Basic Operations of the program, in order to help you identify how your program quality can be improved.**
2. **A monthly workplan will then be developed based on the areas identified for improvement by the IQR. This workplan will be assessed and updated monthly through followup visits. Once the improvements identified by the IQR have been achieved, your program may choose the next quality area it would like to address.**
3. **The Basic Operations IQR is the first IQR completed for all programs. You as a Program Committee will then choose from External Linkages, Psychosocial Support, or Sustainability IQRs, until all 4 quality areas have been addressed.**
4. **The Basic Operations IQR usually takes about __ minutes to complete.**
5. **At this time, do you want to ask me anything about the quality review process?**

Date: ____/____/____   Starting time: _____ Ending time: _____

Questionnaire administered by (names): _____

_____

Present at the meeting (other than interviewer):

Name	Role	M/F

Name of school: _____   Circuit: _____

BASIC OPERATIONS

1. **Progress vs. plans: How is program progressing toward its goals?**
   Refer to the startup plan and Utilization of Balance form as references

   • What goals have you achieved so far, from those stated in the project proposal? (it's OK if none have been achieved yet)

   • Have you achieved other goals that you didn't anticipate?

   • Did you use the utilization of balance form as a guide to implement project activities? How often?

   • What issues do you have in the day-to-day operation of the project?

   • How are day-to-day decisions made? Is it formal or informal? Who makes big decisions? Small decisions? Does that work well? How could it work better?

2. **Staffing of Project Committee**
   Review the staffing information from Core Monitoring Tool for this program: number of staff, frequency of participation, and roles
   • *Please explain the role of each person on the Project Committee and what each role is responsible for doing.*

- Have any of these roles changed from the project plan? If so, which ones? How has each changed? What were the reasons?

- Are these roles a good fit for what is needed for the program to be successful? What changes could make it better? Why would that be better?

3. Recordkeeping

Refer to Core Monitoring for which records are being kept.
- How are records being used? (*list how each record kept is used*)

- What upgrades in the records are needed?

- Is there a need for additional training for the Project Committee in record keeping, including financial accounting?

- Have there been transport costs? How are they included in the accounting records?

- Have there been changes in the budget lines? Are these changes recorded?

4. **Program observation**
   Make sure CBT completes program observation using Program Observation Tool

5. **Volunteer recruitment and incentives**
   1. What does the program do to attract volunteers?

   2. Have the volunteers been given training? In what? By whom?

3. How do you as volunteers feel about volunteering? Are there things that could be done to improve your experience as a volunteer?

4. What volunteer incentives does the program currently provide? (such as volunteers sewing for their own profit 1 day a week after some number of months of service)

5. Is there a volunteer appreciation day? What are the criteria for volunteers being shown public appreciation? How else are volunteers being appreciated? Is this enough according to the volunteers?

6. **Access of OVC to the program**
   - How are children identified as vulnerable for inclusion in the program? What criteria are used?

- Do you need further training in identification of OVC?

7. **Participation of learners in the program design**
   - Are learners participants in the design and delivery of services? If so, how?

   - How could OVC be more involved in giving input to what is needed from the program?

8. *Core program service:* **Feeding** (*Feeding programs only*)
   How are the following currently being addressed?
   - Hygiene

   - Storage

   - Have staff/volunteers received training in nutrition?

Refer to Core Monitoring responses about time and frequency of feeding (Question 11):

1. What are your reasons for doing feeding on this schedule?

2. Is it 3 days per week minimum, as required for supplemental feeding programs? If not, how do you plan to increase to 3 days per week?

- What is the quantity and nutritional content of what is being fed? Is it adequate for children on ART? (*look up definitions*)

9. **Core program service: uniform provision** (*Uniform programs only*)
   - What steps do you take when you need to procure materials? Who does it? Who approves the expenditure? How well does this way of doing it work?

   - What is the frequency of purchasing materials? (*be specific for each kind of materials*)

   - What improvements would improve your purchasing/procurement of materials?

10. **Auditing** *(may need to consult School Board representative or Principal)*
- How often does school do financial auditing?

- Is this project included in the school auditing process? Is this planned?

- Since the project started: What has been sold? At what price per unit? What has been purchased? At what price per unit? What is net profit?

Items sold	Price per unit	Quantity	Sub-total
Items purchased	Price per unit	Quantity	Sub-total
Total sold:			
Total purchased:			
Net profit:			

11. Your comments

- Is there anything else you would like to tell us about the program operations?

12. Monthly Workplan

- Now we will put together a workplan to help you work on the issues that need improvement based on this review. *(Do monthly workplan)*

2B: MW

Monthly Workplan (MW) Tool

(To the Interviewer: The Monthly Workplan follows up on the Initial Quality Review for each quality area. A new MW is filled out each month until the issues from that quality area are addressed. Then an IQR is done for the next quality area and the process is repeated. Please bring a copy of the project's IQR and the previous month's MW to each monthly visit so that you can review both current and new issues to be addressed.)

Say to the Project Committee: This Workplan helps us work together each month to keep track of the improvements you are currently working on. This process is meant to support you to meet your goals to improve school success for the OVC in your community.

1. Date: ____/____/____   Starting time: _____   Ending time: _____

2. Workplan completed by (name): _____
   _____

3. Present at the meeting (other than interviewer):

Name	Role	M/F

4. Name of school: _____ Circuit: _____

5. Quality area that is the focus of this workplan:
❑ Basic Operations
   ❑ Initial workplan following IQR
   ❑ Ongoing workplan

❑ External Linkages
   ❑ Initial workplan following IQR
   ❑ Ongoing workplan

❑ Psychosocial Support

❑ Initial workplan following IQR
❑ Ongoing workplan

❑ Sustainability
    ❑ Initial workplan following IQR
    ❑ Ongoing workplan

6. Initial workplan following IQR *(if ongoing workplan, skip to #7)*
 - Start by asking the Project Committee which areas discussed during the IQR do they think need improvement
 - Look at the IQR together and list up to 10 issues from IQR where improvement is needed (agreed on by interviewer and Project Committee)
 - Indicate order of priority for improving the program

Issue needing improvement from IQR	*Order of priority*

7. Monthly Workplan: Which issues from the IQR have you focused on since last month's monitoring visit?
   If new IQR, skip to #8

Priority Issue #1:	Priority Issue #2:	Priority Issue #3:
How we are addressing this issue:	How we are addressing this issue:	How we are addressing this issue:
More work needed: ❑ No, issue is addressed ❑ Yes (*specify):*	More work needed: ❑ No, issue is addressed ❑ Yes (*specify):*	More work needed: ❑ No, issue is addressed ❑ Yes (*specify):*

8. (*New IQR and monthly followup)* List up to 3 priority issues you will focus on improving in the coming month. How will you make these improvements?

Priority Issue #1 (*specify):*	Priority Issue #2 (*specify):*	Priority Issue #3 (*specify):*
How it will be addressed/ improved:	How it will be addressed/ improved:	How it will be addressed/ improved:

<u>Note</u>: *No more than 3 priority issues should be focus for the upcoming month.*

Explain that these issues will be reviewed after one month and then new issues will be selected

9. Other comments/learning:

3A: LInt

Learner Profile: LEARNER INTERVIEW

(Questions to be addressed to the learner, with the caregiver present as needed.)

We want to listen to learners themselves to hear about their views on school and the community.
The Learner Interview usually takes about ___ minutes to complete.
At this time, do you want to ask me anything about this interview?

1. Date: ____/____/____   Starting time: _____   Ending time: _____

2. Questionnaire administered by (name): _____
_____

3. Present at the meeting (other than interviewer):

Name	Role	M/F

4. Name of learner's caregiver: _____

5. Name of school: _____   Circuit: _____

6. Type of services provided by program:
   (Check all that apply)
   ❑ Feeding
   ❑ Sewing uniforms
   ❑ Buying uniforms
   ❑ Other: (specify) _____

LEARNER INTERVIEW

7. Meals

- How many meals did you receive this week from the school program? (if necessary, ask which days and count the number of days) _____

M	T	W	Th	F	Sat	Sun

- What food did you have at the school program? _____
- How many meals did you have at home this week? _____

M	T	W	Th	F	Sat	Sun

- What food did you have at home?

Before school	After school	Evening	Other

8. School uniform
   - Did you receive a uniform this term?   ❏ No
         ❏ Yes

     When did you last receive a uniform? _____

     Did it fit when it came?   ❏ No
         ❏ Yes

     If no, was it: ❏ Too small?
         ❏ Too big?
         ❏ Torn?

9. Social life
   - Do you like school?   ❏ No
         ❏ Yes
   - Do you like your friends at school?   ❏ No
         ❏ Yes
   - Who are your friends at school? (1)_____, (2)_____, (3)_____, (4) _____
     ❏ Do not have friends

   - Do you feel happy at school? ❏ No
         ❏ Yes

         ❏ Sometimes
   - Do you feel scared at school? ❏ No

❏ Yes

❏ Sometimes

- Do you feel sad at school?   ❏ No

❏ Yes

❏ Sometimes

- Do you feel lonely at school?   ❏ No

❏ Yes

❏ Sometimes

- What's the best thing about going to school? _____

_____

10. Grief scale (*from UCLA National Center for Child Traumatic Stress, nctsn.org*)

Thought or Feeling:	**None**	**Little**	**Some**	**Much**	**Most**
a) I miss someone who has died.	0	1	2	3	4
b) I feel sad about his/her death.	0	1	2	3	4
c) I can't stop thinking about someone who died when I want to think about other things.	0	1	2	3	4
d) It is hard for me to believe that he/she is dead.	0	1	2	3	4
e) Even though he/she is gone, he/she is still an important part of my life.	0	1	2	3	4
f) I think that I see or hear him/her, or that I can feel his/her presence nearby.	0	1	2	3	4
g) I have good memories of him/her.	0	1	2	3	4
h) I avoid talking about the person who died because it is too painful to think about him/her.	0	1	2	3	4

11. Favorite activities

- What is your favorite thing to do? _____

_____

- Who do you like to do that with?   ❏ Friend   ❏ Alone ❏ Mother/Father
  ❏ Grandmother/Grandfather/Aunt/Uncle ❏ Other: _____

- What do you want to do when you grow up? _____
_____

- Do you want to finish school? ❑ No If no, why not? _____
  ❑ Yes What level?

12. Conclusion

Is there anything else about school or the feeding/uniform program you want to tell me? _____
_____
_____

3B: Cint

Learner Profile: CAREGIVER INTERVIEW

(Questions to be addressed to the Caregiver by program staff)

This tool is meant to help the school learn how to support OVC and their caregivers.
Your responses will be confidential and will not be shared with the school. Instead, the information will be put together with information from other caregivers and presented without names to the OVC program and the school.
This interview usually takes about __ minutes to complete.
At this time, do you have any concerns or any other questions?

1. Date: _____/_____/_____   Starting time: _____   Ending time: _____

2. Questionnaire administered by (name): _____
   _____

3. Present at the meeting (other than interviewer):

Name	Role	M/F

4. Name of learner: _____

5. Name of school: _____   Circuit: _____

INTERVIEW QUESTIONS

6. **Is this child an orphan?**
   (Check only one)
   ❑ Yes, mother has died
   ❑ Yes, father has died
   ❑ Yes, mother and father have both died
   ❑ No, but the child is vulnerable because: (*fill in*) _____

_____

7. **Child's health**
   a) Has child been sick in the past month?
   ❏ No
   ❏ Yes   How long? _____
              What are the conditions? _____

   b) Has the child been taken for HIV testing?
   ❏ No
   ❏ Yes   When? _____
              What was the result?   ❏ Negative
                                      ❏ Positive

              If positive:
              Is child on ART?   ❏ No
                                  ❏ Yes
              Getting assistance in taking ARVs?   ❏ No
                                                    ❏ Yes

8. **Caregiver Support**
   (Check Yes or No for each question)
   a) Have you received training on child health?   ❏ No
                                                      ❏ Yes

   b) Have you applied for an orphan grant?   ❏ No
              If no, do you need assistance with the forms? _____
                                                      ❏ Yes
              If yes, when did you receive the grant? _____

   c) Have you been referred to a microfinance program? ❏ No
                                                      ❏ Yes
              If no, are you interested in starting a business? _____

   d) Have you taken a workshop on caring for orphans? ❏ No
                                                      ❏ Yes

9. **Community Outcomes**
   (Check Yes or No for each question)
   a) Are you on the project committee or school board? ❏ No
                                                      ❏ Yes

   b) Have you receive skills training (food safety, sewing, etc.)? ❏ No

❑ Yes

c) Have you attended meetings for the orphan feeding or sewing project?

❑ No

❑ Yes

10. Meals received by the child

- How many meals did this child receive this week from the school program? _____

- What food did he/she have at the school program? _____
- How many meals did he/she have at home this week? _____
- What food did you have at home? _____

11. School uniform

- Did this child receive a uniform this term?   ❑ No
                                               ❑ Yes

- When did he/she last receive a uniform? _____

- Did it fit when it came?   ❑ No
                            ❑ Yes

d. If no, was it: ❑ Too small?
                   ❑ Too big?
                   ❑ Torn?

e. Rate the quality of the uniform   ❑ Bad quality
                                    ❑ Not bad or good
                                    ❑ Very good

12. Other comments?

3C: COTI

Learner Profile: CLASSROOM OBSERVATION & TEACHER INTERVIEW

(Observer should fill out one of these forms for each learner who is selected for a Learner Profile. Questions are asked of the learner's current teacher.)

Tell the teacher:
> **This tool is intended to provide a view of the classroom of the OVC learner.**
> **The first part is a Teacher Interview and the second part is a Classroom Observation.**
> **The Teacher Interview usually takes about __ minutes to complete.**
> **The Classroom Observation takes 30-60 minutes to complete.**
> **At this time, do you want to ask me anything about the interview or classroom observation?**

1. Date: _____/_____/_____   Starting time: _____   Ending time: _____

2. Questionnaire administered by (name): _____
   _____

3. Present at the meeting (other than interviewer):

Name	Role	M/F

4. Name of learner: _____

5. Name of school: _____   Circuit: _____

6. Name of teacher: _____   Grade level: _____

TEACHER INTERVIEW

7. Is this learner an orphan?   ❑ Yes
                                         ❑ No

If no, what was the basis of her/his classification as OVC? _____
_____

8. Counseling
    Has this learner been referred to counseling?   ❏ No
                                                    ❏ Yes

                        If yes, by whom? _____
                        How many times? _____
                        Received counseling? ❏ No
                                             ❏ Yes

9. Teacher observations of learner
    a. Does _____ (name of learner) seem to enjoy school? ❏ No
                                                             ❏ Yes

    b. Does she/he have friends at school?   ❏ No
                                                     ❏ Yes

    c. Who are learner's friends at school? (1)_____, (2)_____,
        (3)_____, (4) _____
            ❏ Does not have friends

    d. Does _____ (learner) appear to feel happy at school?   ❏ No
                                                                    ❏ Yes

                                                                    ❏ Sometimes

    e. Does _____ (learner) seem scared at school?   ❏ No

                                                            ❏ Yes

                                                            ❏ Sometimes

    f. Does _____ (learner) seem sad at school?   ❏ No

                                                       ❏ Yes

                                                       ❏ Sometimes

    g. Does _____ (learner) seem lonely at school? ❏ No

                                                       ❏ Yes

                                                       ❏ Sometimes

10. Social support

    How is _____ (learner) treated by <u>other children</u>?
    (*check all that apply*)

            ❏ Normal, like others

            ❏ Teased

❑ Ignored

❑ Other: _____

How is _____ (learner) treated by <u>other teachers and school officials</u>?
(*check all that apply*)

   ❑ Normal, like other children

   ❑ More strict or rough

   ❑ Kinder/more sympathetic

   ❑ Ignored

   ❑ Other: _____

How is _____ (learner) treated by <u>program staff</u>?
(*check all that apply*)

   ❑ Normal, like other children

   ❑ More strict or rough

   ❑ Kinder/more sympathetic

   ❑ Ignored

   ❑ Other: _____

11. Behavior: Does _____ (learner) have any of the following behaviors? *(check one)*

   a. Sleeps during school

Never/rarely	Sometimes	Often	Don't know

   b. Has problems concentrating

Never/rarely	Sometimes	Often	Don't know

   c. Crying

Never/rarely	Sometimes	Often	Don't know

   d. Aggressive

Never/rarely	Sometimes	Often	Don't know

   e. Other: _____

Never/rarely	Sometimes	Often	Don't know

12. Is this learner taking ARVs (medicine)?
   ❑ Don't know
   ❑ No
   ❑ Yes

   If yes, are you helping the learner take the medicine on time?
   ❑ No
   ❑ Yes
   ❑ Sometimes

CLASSROOM OBSERVATION

Instructions to observer: You should observe as a friendly visitor. Take notes as needed but avoid judgments. Instead you should simply describe what you see, not what you don't see but imagine is happening. You can complete these observations in more or more visits to the classroom. Tell the teacher you are not making an evaluation of her, only observing the child.

1. Observation of the learner in the classroom
   a. Does _____ (name of learner) seem to enjoy school today?
      ❑ No
      ❑ Yes
   b. Does she/he appear to have friends?
      ❑ No
      ❑ Yes
      ❑ Unsure

   c. Does _____ (learner) seem happy today?
      ❑ No
      ❑ Yes
      ❑ Not sure

   d. Does _____ (learner) seem to be scared?
      ❑ No
      ❑ Yes
      ❑ Sometimes

   e. Does _____ (learner) seem sad?
      ❑ No
      ❑ Yes

❏ Sometimes

    f. Does _____ (learner) seem lonely at school?
       ❏ No
       ❏ Yes
       ❏ Sometimes

2. Observation of social support

    a. How is _____ (learner) treated by <u>other children</u>?
       (*check all that apply*)

       ❏ Normal, like others

       ❏ Teased

       ❏ Ignored

       ❏ Other: _____

    b. How is _____ (learner) treated by <u>the teacher</u>? (*check all that apply*)
       ❏ Normal, like other children

       ❏ More strict or rough

       ❏ Kinder/more sympathetic

       ❏ Ignored

       ❏ Other: _____

    c. How is _____ (learner) treated by <u>program staff</u>?
       (*check all that apply*)

       ❏ Normal, like other children

       ❏ More strict or rough

       ❏ Kinder/more sympathetic

       ❏ Ignored

       ❏ Other: _____

3. Behavior: Does _____ (learner) have any of the following behaviors during your classroom observation period? (*check one*)

    a. Sleeping

No	Sometimes	All the time	Don't know

b. Problems concentrating or paying attention

No	Sometimes	All the time	Don't know

c. Crying

No	Sometimes	All the time	Don't know

d. Aggressive

No	Sometimes	All the time	Don't know

e. Other: _____

No	Sometimes	All the time	Don't know

LEARNER PERFORMANCE

Interviewer: Please obtain the following from core monitoring records for this learner

A. School attendance during previous term
B. Retention from previous term
C. Learner performance in each subject area previous term

B. Implementation Guidelines for OVC Monitoring Tools
Return to Additional Resources

(Assumes start of term in March)

	Core Monitoring	Formative Monitoring	Learner Profile
	Twice per year	Ongoing	Twice per year
March *Field test*	*Field-test 8 programs*: *Program Monitoring Questionnaire; Program Observation Checklist*		*Field-test 8 learners*: *Caregiver Interview Learner Interview Classroom Obs & Teacher Interview*
April *Revision & training*		*Field-test 8 programs*: *Initial Quality Review IQR: Basic Ops) Monthly Workplan (MW)*	
May	Start monitoring: PMQ (baseline) POC	Start monitoring: IQR Basic Operations MW	Start monitoring: Learner Profile – 5 each CBT
June		MW	Learner Profile – 5 each CBT
July		MW	Learner Profile – 5 each CBT
Aug		IQR (choose 2nd category) /MW	Learner Profile – 5 each CBT
Sept	Learner data only	MW	
Oct		MW	
Nov		MW	
Dec		IQR (choose 3rd category) /MW	
Jan	PMQ POC	MW	Learner Profile – 5 each CBT
Feb		MW	Learner Profile – 5 each CBT
Mar		MW	Learner Profile – 5 each CBT
April		(choose 4th category) /MW	Learner Profile – 5 each CBT

PMQ: Program Monitoring Questionnaire
POC: Program Observation Checklist
IQR: Initial Quality Review (4 modules: Basic Operations, Psychosocial Support, Linkages, Sustainability)
MW: Monthly Workplan
Learner Profile: Caregiver Interview, Learner Interview, Classroom Observation, Teacher Interview

C. Sampling strategy for Learner Profiles
Return to Additional Resources

- Goal is 30 OVC minimum each of 6 regions by the end of 3 year monitoring period = 180
- *Approximate attrition rate Grade 1-3 and Grade 4-5: See if Todd can get some data to help with this from EMIS*
- *Also see if we can use EMIS identifiers for individual children; otherwise make up our own and map to national databases later*
- Start with 40 each region = 240
- Each region: 20 from one feeding program, 20 from one sewing program
- Each grade at school of selected program (select one classroom randomly if there is more than one classroom): 10 from Grade 1, 10 from Grade 4
- Each grade: 5 OVC boys, 5 OVC girls
- Select at random from list of OVC in those grades provided by school:
  - Make separate lists of the girls and boys in each selected grade
  - Randomly select girls: Count total number of girls; divide by 5; this number is N; choose every Nth name on the list of girls
  - Randomly select boys: Same using list of boys

	Kavango	Caprivi	*Subtotal*	Oshikoto	Omusati	Oshana	Ohangwena	*Subtotal*	Totals
Region	40	40	80	40	40	40	40	160	240
Feeding	20	20	40	20	20	20	20	80	120
Grade 1/ feeding	10 5 F/5 M	10 5 F/5 M	20 10 F/10 M	10 5 F/5 M	10 5 F/5 M	10 5 F/5 M	10 5 F/5 M	40	60 30 F/30 M
Grade 4/ feeding	10 5 F/5 M	10 5 F/5 M	20 10 F/10 M	10 5 F/5 M	10 5 F/5 M	10 5 F/5 M	10 5 F/5 M	40	60 30 F/30 M
Sewing	20	20	40	20	20	20	20	80	120
Grade 1/ sewing	10 5 F/5 M	10 5 F/5 M	20	10 5 F/5 M	10 5 F/5 M	10 5 F/5 M	10 5 F/5 M	40	60 30 F/30 M
Grade 4/ sewing	10 5 F/5 M	10 5 F/5 M	20	10 5 F/5 M	10 5 F/5 M	10 5 F/5 M	10 5 F/5 M	40	60 30 F/30 M
Boys	20	20	40	20	20	20	20	80	120
Girls	20	20	40	20	20	20	20	80	120
# programs	1 feeding 1 sewing	1 feeding 1 sewing	2 feeding 2 sewing	1 feeding 1 sewing	1 feeding 1 sewing	1 feeding 1 sewing	1 feeding 1 sewing	4 feeding 4 sewing	6 feeding 6 sewing