

*Note: This training material is continually being evaluated and updated to reflect current needs and best practices therefore it should be viewed as work in progress.*

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## **Day Eight:**

### **Monitoring and Evaluation, Addressing Stigma and Discrimination**

**Recap — Review of previous day and overview of coming day**

#### **Objectives for the Day**

Purpose of Activity (Objectives):

This unit aims to provide participants with basic knowledge for conducting monitoring and evaluation of their activities as well as intervene in the community to help reduce stigma and discrimination. At the end of this day, Para Social Workers will be able to:

- Explain the basic concept and process of Monitoring and Evaluating Most Vulnerable Children activities at the village and ward level
- Demonstrate the ability to use reporting forms for Most Vulnerable Children
- Identify factors that contribute to stigma related to HIV and/or being a vulnerable child
- Identify the effects of stigma and discrimination
- Identify actions that can be taken at the community and societal levels to reduce stigma

Learning Activities:

- Lecture/Discussions including presentations
- Interactive questions and answers
- Small group practice using forms
- Class demonstration
- Brainstorming

Trainer Tips:

- This section should be tied as much as possible to the content presented elsewhere especially on assessment and developing a plan of service.
- Participants should be given enough practice opportunity to demonstrate their skills in using assessment tools such as the Child Status Index and the Service Planning form for evaluating their own interventions
- Facilitators should be aware of the technical nature of this topic and that the use of such concepts as goals, outcomes and targets can be a bit technical for Para Professionals. This should therefore be presented in the simplest practical language as possible.
- Emphasis should be less on mastering the differences between a goal and an outcome or objectives than being able to systematically track tasks and progress toward achieving what has been planned

### Additional Equipment Needed:

- Handouts
- Blank and completed Child Status Index (CSI)
- Blank and completed Service Planning form

### Topic Outline

1. What is monitoring? What is Evaluation? What are some examples of evaluation and monitoring have you worked on?

Group brainstorm definitions and discuss

#### Instructions for Learning Activity:

- The brainstorm activity allows participants to assess their basic knowledge of monitoring and evaluation. At this point, there is no wrong or right answer. This will help to break the ground for participant engagement in the learning process.
- *Exercise:* Break the class into four groups. Allow learners to respond to the three questions referenced above and allow them to provide their feedback to the class

2. Monitoring and Evaluation (Slides 5-6)

Monitoring: Instructions for topic presentation - Brief present the material on what is monitoring reflecting on what the learners had identified and building on their knowledge gap.

#### a. Who does monitoring?

- Para Social Workers
- Supervisors
- District Social Welfare Officers
- Intrahealth
- Institute of Social Work
- Community members
- Any other stakeholder

#### b. Who does evaluation?

- Para Social Workers
- Supervisors
- District Social Welfare Officers
- Intrahealth
- Institute of Social Work
- Community members
- Any other stakeholders

c. The link between program objectives and evaluation

- What is a goal?

Learning Activity: Small Group Work

Can you think of some general goals of what you hope to achieve with the children and families you are helping?

Instructions for Learning Activity:

- Break the class into dyads (a participant and a neighbor); this exercise should help learners to think of concrete goals for working with children and families - generally this is a statement of what they want to achieve working with children and their families
- Dyad discusses general goals for 5 minutes
- General discussion in large group, with ideas written on flipchart and a group set of goals is developed

d. Why set goals? (slide 11)

Brainstorm in large group and discuss the following:

- How goals guide the activities we have planned to do in order to achieve the outcomes we expect
- How goals promote accountability and helps to prove we are actually doing what we intend to
- How goals enable us to clarify the role of each worker in solving a problem
- How goals can help determine program outcomes
- How goals enable us to learn whether we have solved the problem

e. What is an objective?

Learning Activity: Class demonstration and small group exercise

Demonstrate to the class an example of an objective for working with orphans and vulnerable children. (i.e. reducing the number of vulnerable children in Chamwino District by 20 percent by 2013, or updating your record of how much service you provided for most vulnerable children by December 2012)

- Small group exercise - Break the class into dyads and have them discuss an objective to achieve the goal they set earlier
- Report back, providing a brief discussion of main points in large group

f. What to consider when setting goals

- Time or duration of the program/project
- Goals should be achievable and measurable
- Select important indicators that provide evidence (a number that counts resources or outcomes)
- Inputs or materials that assist us in doing the job (bicycles, stationery)

- Conditions and general environment that can affect results (floods, hot season, rainy season, lack of resources, illness, etc)
  - What has gone well (past achievements) and what are the barriers or challenges to our goals
- g. Evaluating Services to Vulnerable Children and their Families (Child Status Index 18-25)

Learning Activity: Small group exercise and demonstration

- Have participants break into groups of 2-3
  - Guide them through the Child Status Index and have them set up some goals and objectives for achieving one or two domains of the CSI; this should take about 10 minutes.
  - Participants should be prepared to do brief report backs
  - Review Domains of the Child Status Index (Food and Nutrition, Shelter, Protection, Health, Psychosocial Support Services, Education and Training, Household Economic Strengthening)
- h. Why we collect data in monitoring and evaluation (Slides 27-31)

Learning Activity: Large group discussion

Have the class discuss why we collect data, who needs the data we collect, and what kinds of decisions are made as a result of our data, specifically looking for ways to:

- Measure our achievements and challenges
- Make plans for development work at our villages, wards, and districts

i. Who needs our data? (*Brainstorm and discuss*)

- Government (village, ward, region and national)
- NGOs
- Private individuals
- Leaders and decision makers
- Donors
- Ourselves

j. What decisions are made as a result of the data we collect?

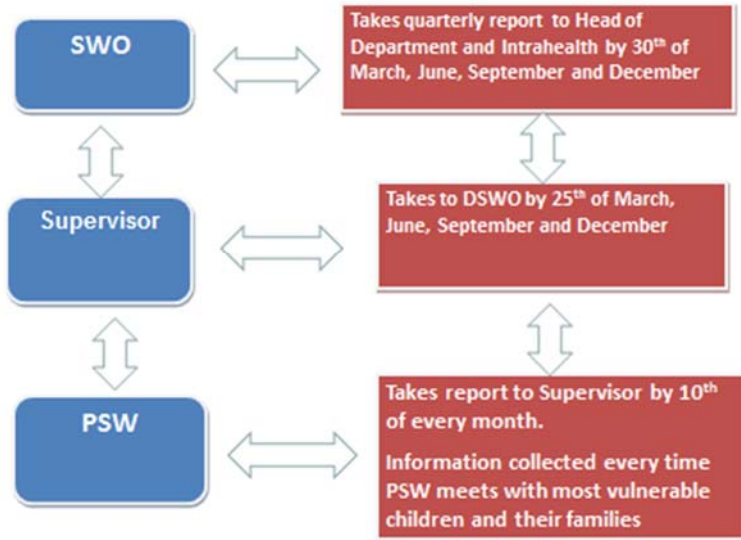
- Decisions on resource allocation (i.e. how many most vulnerable children need what kind of service?)
- Develop strategies to address various development challenges (i.e. how can we help families of most vulnerable children receive economic strengthening services?)

**Review of Monitoring and Evaluation Forms (Slides 33-34)**

Learning Activity:

- Discuss the system for monitoring and evaluation of Para Social Workers
- Demonstrate how recording occurs for Para Social Workers
- Give participants opportunity to record on a sample case (can use their group skills cases)
- Allow 2-3 volunteers to demonstrate how they recorded
- Discuss recording, turning materials in to supervisors, and the response of the participants

### Para Social Worker Reporting System





## Stigma and Discrimination (Slides 35-44)

### Learning Activity:

- Brainstorming: “Why do orphans and vulnerable children experience stigma?”
  - Possible response: HIV/AIDS, Family Circumstances
  - Brainstorm what stigma is, Why are people Stigmatized? And What can we do about stigma?
1. Why are people stigmatized?
    - Traditional beliefs
    - Fear
    - Belief system outside rational knowledge
    - Lack of education
  2. Factors that contribute to HIV/AIDS Related stigma
    - HIV/AIDS is a life threatening disease
    - People are scared of contracting HIV
    - HIV is associated with behaviors that are already stigmatized
    - People with HIV/AIDS are thought of as being responsible for becoming infected
    - HIV/AIDS is often seen as result of moral fault that deserves punishment
  3. Forms of HIV/AIDS-related stigma

### Learning activity: Large group brainstorm

- Allow learners to brainstorm the forms of HIV/AIDS related stigma; this can involve laws, rules and policies, community-level responses, women, family, employment, health care, denial, etc.
  - Discuss their experience with HIV-related stigma
  - Discuss how they do or could respond to the stigma event
4. Consequences of HIV-related stigma (slides 45-48)

### Learning Activity:

- Brainstorm the consequences of HIV-related stigma for adults and then for children
- After brainstorming, use the slides content to clarify and expand on identified issues

### What are the Consequences of HIV Stigma for Adults?

- People do not test for HIV
- If untested, people do not prevent HIV transmission and thus transmit disease unknowingly
- People do not get treated, putting themselves, putting their sexual partners and families at risk of death unnecessarily

- People who know their status do not disclose their status to their families and/or sexual partners, creating ideal vectors for the transmission of disease
- Women who are unwilling to test have a much greater probability of transmitting HIV to their babies
- Families are left with widows, orphans and greater social, economic and emotional burdens
- Poverty increases

What are the Consequences of Stigma for Children?

- Children are excluded from families and from support
- Children who are stigmatized may be injured, killed, or abandoned
- Children may be denied services in terms of school, healthcare, or meeting basic needs
- Children who survive may have feelings of worthlessness

How Can Para Social Workers Help (slides 50-52)

Learning Activity:

- Have participants break into dyads and discuss ways to help address HIV/AIDS-related stigma
- The dyad should be prepared to provide a brief report back
- Use slide content to add on or clarify some of the suggestions presented by the groups

Societal Level

- Legislation
- Education
- Monitoring
- Enabling Environments
- Public Messages

Personal Level

- Shift child's focus from perceived worthlessness to strengths and hope
- Combat marginalization and disconnectedness by assuring children are connected in terms of personal relationships and within greater environment
- Work to assure child is connected to:
  - Information
  - Significant People
  - A means of Support
  - Group Membership
  - Meaningful Roles
  - Source of Joy
  - Values and Morals
  - Personal History
  - Place

**Recap of Day 8 & Preview of Day 9**